

# 7th International Conference on Emerging Global Trends in University Library Development

(Library Connect 2018)

Libraries and Its Role in  
Transforming Societies: Strategies and Trends

## PROCEEDINGS

Astana, Kazakhstan, 23–24 May 2018

Brendan Luyt and Karryl Kim Sagun

Editors

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## ABOUT THE CONFERENCE

Libraries are advocates of positive dynamic trends in the society including higher education and public institutions. Tremendous change in libraries had happened for the last decade.

The conference aims to recognize some of the best practices and strategies of libraries in terms of introducing new tools and technologies in the delivery of credible sources and ethical content. It will also identify emerging trends in mobile environments, and understand the value of having diverse management and leadership styles. These changes have helped transform the communities libraries serve in their daily lives. Libraries play a crucial role in information support for learning and research that are considered as driving forces on the development of the society.

The annual conference is a venue for fruitful exchange of knowledge and ideas for the development of libraries in Kazakhstan and the whole of Central Asia and beyond.

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# FOREWORD

## Case Studies of Global Success and Innovations in Library Services Today

From the history of bibliographic descriptions to integrating statistical analysis in reference services in university libraries, the papers presented in the International Conference on Global Trends in University Library Development (Library Connect 2018) covers a variety of emerging topics that are relevant to academic librarianship today.

How does global trends affect library services in the past, present and future? Starting with the keynote presenter, Ingrid Bon, the topic focuses on the global opportunity that academic libraries can play in supporting the United Nation's Sustainable Development Goals (SDG) and Agenda 2030 through the International Federation of Library Associations and Institutions (IFLA). By developing a global strategy to create, disseminate and preserve information access, IFLA's activities under the SDG can foster important discussions and dialogue to further promote literacy, preservation of cultural heritage, public access to the Internet, and other important rights and advocacy programs for every community member.

The Library Connect 2018 conference proceeding offers readers an opportunity to reflect and understand on how librarians in Turkey, U.S. and various regions in Asia including Central Asia have developed new practices to engage and innovate their library services to better support their communities. Their case studies and success stories provides useful information on consortium building, assessment practices, research design, and professional and personal development of librarians today. Zvonaereva and Yap (2018) presents their research findings on assessing the effectiveness of reference services in Nazerbayev University Library while Terzi and Kamilova (2018) recommends specific assessment tools to enhance reference services. In consortium development, Çimen et al. (2018), explores the historical and significant role of ANKOS, a consortium made up of twelve libraries and three databases in Turkey. Spencer (2018) covers the history of American cooperative collection programs at the regional, national and international levels.

For personal development of the librarian, Daribayeva and Utebaliyeva (2018) presents on the success stories and experiences of the organizing an "American Corner and Makerspace" that have greatly affected their communities in Eurasian National University Library. Mook (2018) covers the labor factors that affect of librarians' psychological conditions. Cruz III et al. (2018), writes on the international experiences of Filipino librarians in sharing information and knowledge on collaboration in various parts of Asian including Indonesia, Kazakhstan and China.

All of these papers offer unique case studies that touch on emerging trends in academic and international librarianship today by presenting global perspectives on how they enhance their services to better serve their communities.

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## PREFACE

On behalf of the editors, Dr. Brendan Luyt and Ms. Karryl Sagun, who persistently dedicated their time to accomplish this benevolent task, we present to you the compiled papers of this year's conference. The proceedings are organized based on the approved proposals during the 7<sup>th</sup> International Conference on Emerging Global Trends in University Library Development (Library Connect 2018) with the theme *"Libraries and Its Role in Transforming Societies: Strategies and Trends."* *Out of the 17 manuscripts, eight were selected by the paper reviewers and they were given the opportunity to present their papers during the conference. The keynote address of our invited speaker, Ms. Ingrid Bon, Manager of the IFLA Development Programs, is also included in this year's proceedings.* It reflects how libraries, as part of the society, should act, support and advocate IFLA's programs towards achieving a sustainable development nation. The eight papers discuss topics on shared collection development, library consortia, information literacy, reference assessment, technical services, and challenges and working conditions of librarians. All these topics are very apt and timely to talk about in today's modern era of librarianship especially in Central Asia particularly in Kazakhstan where library collaboration is not yet clearly present.

It is hoped that through this proceedings, the Kazakhstani and international librarians, would benefit from the best practices shared by the competent authors. This would also inspire them to adapt whatever it is that they think is appropriate for their own academic libraries. We wish to thank all the authors for sharing their valuable experiences.

**JOSEPH YAP**

Program Committee Chair

**DARYA ZVONAREVA**

Program Committee Vice-Chair

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# PAPERS

# **If You Want To Go Fast: Walk Alone, If You Want To Go Far: Walk Together**

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## **Abstract**

The Agenda 2030 and its Sustainable Development Goals offer big opportunities to libraries and more specific to public libraries. Whether they are aware or not, public libraries are supporting development goals in every country around the world.

This presentation will touch up on the timeline from start, year 2000 Millennium Goals till year 2030 when the Agenda 2030 should be realized. It will show how IFLA was speaking at the UN meeting but also the steps that have been taken into getting libraries on the agenda, showing that libraries are agents and motors to change.

This valuable asset to society knows an infrastructure worldwide, a connected library field, to work for a better world. Worldwide libraries contribute to help people get connected to the internet and access the information they need. Informed people are citizens that can make better decisions and deliver support to an inclusive society.

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For many people, librarians included, the relationship between Agenda 2030 and its Sustainable Development Goals are not very clear. Not even to mention how libraries can get involved and even are involved already but without knowing this, unaware so to say. There are many challenges regarding the Goals that are facing us and whether or not the world and for our profession, the Global Library field is ambitious enough to find solutions to those challenges.

It is big stuff, not in a land far, far away, but in reality and on a prominent level, but that is what IFLA does. IFLA works on communication with and on the impact of libraries at an international level. Influencing actors to use libraries at national and local levels in support of their policy objectives. And this refers immediately to the title of my presentation:

If you want to go fast: walk alone

If you want to go far: walk together

When Agenda 2030 (then known as Post 2015) came up, the Governing Board of IFLA was informed about the opportunities for the library field.

During the discussions about our profession, which, by the way, is all about working with people and not with books, and focused on helping the community to become informed citizens who are capable to make decisions in their own lives.

What was going on at the UN showed it was the right time for libraries to get involved its post 2015 ambitions. Former IFLA President Donna Scheeder has been very active in New York. And IFLA, through its President, had the opportunity to speak up for libraries, including to influential people.

The eight millennium goals were the starting point. It was ambitious and never done before. Education was here already but nothing on information in any other high-level sense. When the MDG's were negotiated, libraries were not at the table. Some libraries were involved in African conferences but on a global level they had not yet any significant impact. Therefore the real story starts in 2012.

As you can tell by the timeline: a lot has been going on since then. The Millennium Goals were considered to be for the developing world, but it became clear that the issues only could be dealt with if the approach was global. Therefore, Agenda 2030 and its goals now have an effect in every country.

The Sustainable Development Goals and its Agenda 2030 gave itself 15 years to eradicate poverty and leave no one behind. Talking about ambition! The world, the UN moved from a concept to a global agenda in over 50 years.

IFLA knew that something big was coming at the beginning of the negotiations. It was a very ambitious plan and the library field could not afford to be NOT part of it.

So IFLA focussed on the role that access to information plays in supporting sustainable development. The approach was: information is a cross-cutting issue. It could contribute to every single Goal the UN wanted to achieve.

IFLA argued that information is a fundamental requirement for development, and that libraries support this. Information promotes better decision-making, helps people learn new skills. Information helps people exercise their human rights and promotes accountability. Advocating for access to information can create policy space for libraries to move into and become development partners.

So IFLA undertook two years of advocacy at the UN. The centrepiece of this work was the Lyon Declaration which involved over 600 organisations from across library, development, media and tech sectors.

Remember what the Lyon Declaration asked for? "We call on Member States of the United Nations to acknowledge that access to information, and the skills to

use it effectively, are required for sustainable development, and ensure that this is recognized in the post-2015 development agenda.”

This was taken to the floor of UN. And, what did the world get? A framework in 4 parts to be applied in all UN members States NOT just the developing and/or emerging countries:

- Declaration: Vision of the world in 2030
- SDG's (17 goals, 169 targets), the things the world needs to achieve by 2030.
- Means of implementation; who is going to pay and how much will it cost.
- Follow-up and review; including indicators. How do we know which countries are on track in meeting the Goals?

It lays the foundations for sustainable development, for future generations; our children. Take a close look at some examples of Goals and Targets. There are so many possibilities for the library, especially for public libraries. And for library associations. See the connection and the interconnectivity? How can a nation want their citizens to live a healthier life if they do not have access to information? And more specifically, to reliable information.

Each country needs to develop a National Development Plan (NDP). IFLA hopes that libraries can sit at the table to help write those plans. The NDPs are being drawn up as we speak. Each country is different and has different indicators to measure the progress taken towards meeting the goals and targets of the plan.

BUT if access to information and libraries are not included in a NDP, the connected, global library field will have missed a great opportunity.

Why are libraries good partners for development? They are trustworthy, maybe boring or old fashioned, but a strong brand. And everywhere!

Places where people like to be. A golden opportunity for governments. Public libraries and all other libraries too, can attach their work to each and every one of the goals and targets.

What does the connected global library field need to do to achieve a Long- term Information Environment? IFLA is already advocating on several important topics: copyright, open access, public library systems, literacy and reading, preservation of cultural heritage, public access to the internet, the right to be forgotten, fighting FAKE news and net neutrality.

And what if the access to information has been organized well? Does this mean everybody can access or has access? Some people are illiterate, have bad or no vision, can read but have trouble understanding the words or lack Internet skills.

On a global level the message still is: first you learn to read and then you read to learn, no matter the device or format.

What does the landscape look like? For many of these issues IFLA has published policies, standards, manifestos and (joint) statements. These are all available to help support professionals around the world.

But let us go back to the Lyon Declaration again, on measurement of impact of access to information. This year, for the first time, the DA2I (Development of Access to Information) report, has been presented in June at the New York Public library. Every two years a follow-up report will be presented. This showcases that indeed libraries are engines of development.

IFLA took up its responsibilities to develop the IAP, International Advocacy Programme. The main objective was to give the library field the tools needed for them to advocate for libraries and the role they play in national development. They deserve a place in the NDPs. In only a few months IFLA designed a plan, trained core trainers and executed six regional workshops with over 72 countries participating. This was an enormous result and delivered in such a short amount of time. It shows the importance and need to act now. The library field cannot sit and wait.

What is the International Advocacy Programme all about? Advocacy is a word and understanding that does not exist in many countries and languages. It means to speak up for a worthy cause and acting like an ambassador. To spread the word and set libraries in the spotlight.

The plan was developed in the summer of 2016. In October 2016 the Train the Trainers seminar was organized. In November 2016 the first workshop took place and in early March 2017 the last one, in Doha, Qatar. The Advocacy cycle was one of the most important parts of the workshops. Theory AND practice. Develop your own plan. Participants learned to do so by a simple but effective model: The Advocacy Cycle.

What did IFLA learn from all six workshops? Librarians are not always used to long term planning. They are not used to preparing and planning step by step how they will get libraries on the agenda and themselves on the table. Data collecting and literacy (how to create a nation of readers) were among the topics covered by all six workshops. IFLA is working with several organizations on literacy and reading and a working group will deliver a toolkit to support libraries and associations in the process of writing national reading strategies.

After the workshops IFLA kept in touch with all participants because they signed an agreement. Our Communications Officer, Violeta Bertolini, asks them about their activities to develop awareness and on advocacy, sharing this among the workshop participants and the trainers. The third update was published in

November 2017 and it showcases much involvement, many activities, meetings and more. IFLA webpages show many examples and supporting materials.

IFLA sent out two calls for Proposals within the International Advocacy Project in January and August 2017 and received 115 proposals to the first call and 75 to the second call. These were numbers never reached before. Communications go via Slack, Flickr, and IFLA pages Lib4Dev, which stands for Libraries for Development. In 2018 we will showcase the results. What are the success stories of the workshop participants and what do they think was A or THE key factor to reach this result?

At the website <https://librarymap.ifla.org/> stories are being shared to inspire others.

The job is not completed, as we know, only in 2030 can we see what happened, both in terms of measuring the results of the 19 Goals and all targets as well as the visibility of libraries. Did the library field get a place at the table? Are libraries key partners in all countries? Can IFLA follow what is happening worldwide on access to information?

Let the library field ask itself:

What is our ambition for the next years?

And what was our ambition, and did we reach it?

IFLA is full of ambition. Besides the International Advocacy Programme and the Library Map of the World (that brings a lot together), IFLA also started the Global Vision Project. We want to be a strong and united library field powering literate, informed and participative societies. To do so we need to know what our connected goals and values are.

In April 2017 we started the discussion with a kick-off workshop, 6 regional workshops and online voting that started at WLIC2017 Wroclaw. All data have been analysed and formed the foundation for key-findings and ten highlights and opportunities. Those will be discussed at six regional workshops with the final report of the Global Vision being presented at WLIC2018 in Kuala Lumpur.

Those outcomes will form the framework for the Strategic Plan 2019–2024 of the IFLA Governing Board to move forward on full speed.

Our future

Our vision

Joint library fields!

Great ambition!

Will you join us?

# **Cooperative Collection Development and Research Services: Past, Present and Future**

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The future direction of research libraries clearly lies in increasing cooperation with other research libraries. This paper surveys the history of American cooperative collection programs, such as the Farmington Plan, the Research Libraries Group (RLG) Conspectus, the Library of Congress Cooperative Acquisition Program (LC-CAP), and the activities of the Center for Research Libraries as well as more recent examples such as the resource sharing program within the University of Wisconsin (UW) System, and the UNC-Chapel Hill – Duke University cooperative Africana collection. The paper explores some of the methodologies and technologies used to facilitate cooperative initiatives between libraries at the regional, national and international level. Examples include: OCLC Worldcat; shared regional system library catalogs such as the UW System's Ex Libris Alma based catalog, and shared acquisition systems such as YBP-Gobi used by the UNC-Chapel Hill – Duke University project. The paper also examines potential areas for future collaboration and cooperation, for example in cooperative research services. The paper also discusses issues that may hinder the development and future success of cooperative initiatives. The paper examines the need for a shared understanding of collective and institutional collection priorities and philosophies between institutional partners. Of crucial importance in this regard is developing a shared understanding of the appropriate balance between usage-driven acquisitions policies and the collection of infrequently used research-level materials.

*Keywords:* research libraries, cooperative collection development (CCD)

## **Introduction**

As the relative buying power of American academic library acquisition budgets have contracted over the last several decades it has become increasingly evident that no single American research library's collection can be truly comprehensive. As a direct result of this, cooperative initiatives for collection and research services have become ever more necessary. The future direction of research libraries clearly lies in increasing cooperation with other regional, national and international research libraries.

As Jakubs (2015) points out, while it is possible to develop very substantial collections in very specific areas, not even the largest research libraries can meet all possible needs of its scholars. Compounding this problem is the fact that it is difficult, if not impossible, to predict exactly which materials will be of research

interest 25–50 years from now. In the case of the University of Wisconsin – Madison (UW-Madison) Libraries, a study was done in 2015 of holdings to determine the percentage of rare materials (defined as 10 or fewer holding libraries in OCLC Worldcat) in the UW-Madison collection. The results of this study show that even for English language materials, which one would assume would be widely held by American, Canadian, British and Australian libraries, seven percent of UW-Madison's English language collection was rare. The rarity percentages for other languages in UW-Madison's collection was often much higher. For Russian materials in UW-Madison's collection, 25.3 percent was found to be rare, 55.1 percent of Kazakh materials were rare and 88.1 percent of Azerbaijani materials were rare (Rare Titles Analysis, 2015). This data clearly shows that substantial amounts of material published worldwide are being acquired by a very limited number of libraries. While it is true that this study of rarity was based only on OCLC Worldcat library holdings, and undoubtedly other non-OCLC libraries worldwide hold additional copies, OCLC Worldcat is one of the primary discovery tools for locating materials for Inter-Library Loan (ILL) purposes. As is the case for regional and national cooperative collection development (CCD), for CCD to be truly effective on an international scale, the materials must be both readily discoverable and borrowable on Inter-Library Loan. Timely availability to users and cost effective processing of ILL requests are critical to the success of CCD projects. For CCD to be effective, the materials must be available to the users at all partner institutions. Thus CCD and ILL are obviously closely linked. Because of repeated extensions to copyright durations, materials are now often covered by copyright for very long periods. As a result, digitizing and making available in digital format rare or poorly distributed materials is often not a legitimate option for libraries. Therefore this situation makes print-format materials acquired by cooperative collections development programs and then distributed via ILL vitally important to researchers. While international ILL has existed in various forms for many years (Miguel, 2007), the IFLA Voucher Programme, has helped to facilitate international ILL (IFLA Voucher Programme, 2012). Therefore two of the main building blocks for successful international CCD projects already exist, OCLC Worldcat for resource discovery and international ILL facilitated by use of IFLA Vouchers. Unfortunately not all major research libraries worldwide are members of OCLC, and thus materials in their collections are not easily discoverable for ILL purposes. As the rarity data presented above demonstrates, the real problem for effective ILL may often be finding an available copy to borrow. Thus the need for both coordinated and cooperative collection development. In many regions of the world, publications not acquired relatively soon after publication become very difficult, if not impossible, to acquire retrospectively. This makes coordination in cooperative collection development partnerships critical, to ensure adequate access to research materials for scholars.



## **A History of Selected Cooperative Collection Development Projects in the United States**

As a study of lessons learned, it may be useful to examine the history of selected CCD projects in the United States. CCD has a long history in the United States, but has experienced mixed success. At the very beginning of the 20<sup>th</sup> Century, large American research libraries were giving serious thought to developing a national union catalog. By the 1930's, in addition to the project that eventually became the 754 volume *National Union Catalog* (Abbott, 2013), specialized union catalogs such as the *Slavic Union Catalog* were also being compiled (Cannon, 2013). Both the *National Union Catalog* and the *Slavic Union Catalog* contained codes indicating the holding libraries, thereby becoming primary tools for ILL in the days before OCLC Worldcat. Thus by the immediate post-World War II period, development of discovery tools in the form of print and microform format union catalogs had progressed to the point where major national level CCD projects became more practical as well as economically desirable.

### **The Farmington Plan**

The Farmington Plan was developed during a series of three meetings in 1947 (Wagner, 2002). For the first year of operation, 1948, the plan was limited to acquiring materials from three countries: France, Sweden and Switzerland (Williams, 1953). However by 1953, coverage had expanded to nearly a hundred countries (Williams, 1953). UW-Madison, for example, was responsible for acquiring German language material while the University of California – Berkeley was responsible for the languages of Central Asia as well as Russian (Williams, 1953). Over a half-century later, the impact of the Farmington Plan continues to be evident in UW-Madison's collection. German language materials are second only to English language materials in terms of total holdings in UW-Madison's collection. The rarity data indicates that 24.1 percent of UW-Madison's German language collection falls into the rare category (Rare Titles Analysis, 2015). It is very probable that the size and depth of UW-Madison's German collection is due in part to the fact that German was its responsibility during the days of the Farmington Plan. Unfortunately, by the late 1960's there was growing dissatisfaction with the quantity of materials being provided by the vendors contracted under the Farmington Plan. Louis Kaplan, then Director of the UW-Madison Libraries, for example, was critical of the small number of German language items being received especially in certain subject areas such as socialism and communism (Wagner, 2002). Other administrators of Farmington Plan libraries voiced similar concerns as well as concerns about whether the materials being supplied under the Plan were of research quality (Wagner, 2002). By 1968, member institutions began to drop out of the Farmington Plan and by 1971, a recommendation was made by the collection development officers of several major member institutions to terminate the Farmington Plan (Wagner, 2002). However, it should be noted

that UW-Madison was one of the institutions that made proposals in 1972 for a new CCD plan to replace the Farmington Plan (Wagner, 2002), although ultimately none of the proposals were implemented.

## Center for Research Libraries

An example of a CCD project which started as a regional initiative but grew into an international resource is the Center for Research Libraries (CRL). CRL began initially in 1949 as an initiative of ten research universities in the Mid-West region of the United States (History of CRL, n.d). Membership began growing quickly, for example, the University of Wisconsin – Madison joined the next year, in 1950 (CRL Membership Univ. of Wisconsin, n.d). By 2018, more than 200 college, university, and independent research libraries in the U.S., Canada, India, Germany and Hong Kong are members of the Center for Research Libraries (CRL Membership. 2018).

CRL is a major facilitator for CCD initiatives. CRL provides a “Demand Purchase Program” for materials such as doctoral dissertations, newspapers and archival material from countries outside of the U.S. and Canada (CRL Cooperative Collection Building.n.d.). In addition, CRL members may volunteer to pool their money and jointly purchase materials which will then be housed at CRL in Chicago but be available via ILL to CRL members. An example of a “Shared Purchase Program” joint purchase is a collection of regional Imperial Russian serial publications collectively referred to as “*Gubernskie vedomosti*” (Губернские ведомости, 2006). This collection consists of serials published from 1838 until 1917. The *Gubernskie vedomosti* collection is of significant interest to scholars at several CRL institutions, but the cost was prohibitive for each interested institution to purchase their own copy of the microfilm. Therefore several institutions, including UW-Madison, collectively purchased a copy to be held at CRL (CRL Shared Purchases, 2014.).

CRL also facilitates cooperative collection and preservation projects via their Global Resources Programs. Within the Global Resources Program there are 14 geographically defined areas. For example, the Slavic and East European Materials Program, known as SEEMP, deals with materials from Eastern Europe as well as all the countries of the former Soviet Union, including the Central Asian nations (CRL SEEMP, n.d.). A very recent example of SEEMP activities is the decision made in March 2018 to microfilm a back file of the Kazakh newspaper *Qazaq Adabieti* (J. Alspach. personal communication, March 26, 2018).

Another example of a former national level CCD project was the Research Libraries Group (RLG) Conspectus. The Conspectus was developed, in part to analyze collection development needs at RLG member institutions. The Conspectus was devised in the early 1980’s to examine subject areas in such a way as to make possible distributed collection responsibilities (Gwinn. 1983). However by 1997 the Conspectus had been removed from the set of centralized RLG databases (Creating the Conspectus, n.d.). The main legacy of the Conspectus is the 0–5

ranking of collection activity (Jakubs, 2015) which is still used by American research libraries to describe intensity of collection efforts in specific subject areas.

While both the Farmington Plan and CRL both began in the late 1940's, the Farmington Plan is but a distant memory, while CRL has endured the test of time and continues to provide concrete opportunities for CCD today and into the future.

### **Current American CCD Projects**

The Library of Congress has six Overseas Offices, located in Cairo, Islamabad, Jakarta, Nairobi, New Delhi, and Rio de Janeiro. Part of the services that the Overseas Offices provide is to acquire materials for the Library of Congress Cooperative Acquisition Program (LC-CAP). LC-CAP provides materials for over 100 participating institutions, primarily U.S. academic research libraries (LC Overseas Offices, n.d.). For example, a substantial portion of the Indonesian materials that UW-Madison acquires is received via the LC-CAP from the Jakarta Overseas Office and the majority of Iranian materials that UW-Madison acquires comes from the Islamabad Overseas Office.

### **Selected Examples of Regional Level American CCD Projects**

The University of Wisconsin (UW) System, consists of 26 campuses within the state of Wisconsin, with approximately 170,000 students and 39,000 faculty and staff (What is the UW System, n.d.). The UW-System has an extensive library resource sharing program. UW-Madison is the oldest and largest campus within the UW-System, being founded in 1848 and having an enrollment of 43,820 students (Fall 2017) and 21,752 faculty and staff (UW Facts and Figures, 2017). However, even though UW-Madison has the largest library collection in the UW-System, there are many instances where one of the UW-System libraries has a particular item that UW-Madison does not. In fact, one of the books used for this paper (Wagner, 2002) came from the UW-M [UW-Milwaukee] library. Currently the criteria for duplicate reduction within the UW-System states that if more than four of the other UW-System campuses already have copies of a book, additional order requests must be individually justified. This obviously has the result that occasionally several other UW-System campuses will have a book that UW-Madison does not. This is by design, given the more than four copy within the UW-System limit. However, because of this limitation, it is necessary to make the local faculty and students aware that reducing unnecessary duplication may result in some campuses having a particular title while other campuses may not. In the personal experience of the author of this paper, several cases have arisen where faculty have questioned why several of the "smaller" campuses have a book, but the library at the largest campus does not. It must be explained to the faculty that it is precisely because several other UW-System campuses have it already, that we did not acquire an additional copy for UW-Madison. Tracking how many

copies of books are held in UW-System libraries is possible because all UW-System libraries use the Ex Libris Alma library management system and share a UW-System wide union catalog. Thus acquisitions staff at each UW-System library can immediately see what has already been ordered or acquired by all the other UW-System campus libraries. Overall, this “One System – One Library” model has been quite effective in providing enhanced access to library resources for students and faculty state wide (One System – One Library.n.d.), while at the same time limiting unnecessary duplication.

An example of a similar but slightly different system is demonstrated by the University of North Carolina-Chapel Hill – Duke University cooperative Africana collection project. In the case of the UNC–Chapel Hill – Duke CCD project, they avoid duplication by agreeing to use the same vendor, YBP – Gobi (Swindler, 2013).

CCD projects can also be quite cost effective for electronic resources. In addition to the print resources mentioned above, the UW-System provides joint access for all UW-System campuses to 22 major electronic resources (Library Program Office, n. d). This allows the smaller UW-System campuses to provide access for their students and faculty to relatively expensive databases that they could not otherwise afford.

Another example of a CCD electronic resource project is a joint subscription to the *Russian Academy of Sciences Bibliographies* database (Schaffner, 1999). In this case, six major research libraries which are members of the MidWest Slavic and Eurasian Library Consortium (MidWest, n.d.), share a single subscription to this database. This database is very useful for finding recent Russian language scholarship, but the overall usage on each campus was not sufficient to warrant separate subscriptions for each university. UW-Madison is one of the six universities involved in this CCD project, and were it not for the shared subscription model, UW-Madison would simply not be able to afford to maintain access to this very useful but relatively low usage database.

## **Cooperative Research Services**

Cooperative Collection Development is but one way that research libraries can collaborate. Research Services or Reference Services can also benefit from consortial level collaboration. In addition to the UW-System consortium, UW-Madison is also a member of the Big-10 Academic Alliance, known as the BTAA. This consortium of 14 major American research universities, cooperates in many areas, not only library services. Recently, four of the BTAA university libraries, including UW-Madison, have begun preliminary discussions towards the development of a cooperative research services project. While this proposal is still in its early stages, it is envisioned that the initial focus would be on providing in-depth research services for doctoral students as the target user group. Each of the four university libraries, would provide a list of subject areas where they have both

exceptional collections and have professional librarians qualified to provide high-quality reference and research consultations. While this proposal is only in the discussion stage, the involved parties believe it holds great promise of providing advanced dissertation stage graduate students the highest quality reference service, while allowing them to remain within the local region.

## Conclusions

As Jacob (2015) so eloquently pointed out, trust is a key element to any cooperative venture. Schaffner (1999) describes how loss of trust can jeopardize an established CCD project. Although in the end, that project survived, the loss of trust can cause an unwillingness to engage in future projects. Trust is also important when developing the shared understanding of collective and institutional collection priorities and philosophies between institutional partners which is critical to the long term viability of CCD projects. Variations in weeding policies, for example, may limit the trust that if the acquisition of an item is left to a partner institution it will be retained long term. For example, whereas for the most part UW-Madison does not weed its collection, most of the smaller UW-System campuses do routinely weed their collections.

Of crucial importance in regard to developing collective and institutional collection priorities and philosophies is developing a shared understanding of the appropriate balance between usage-driven acquisitions policies and the collection of infrequently used research-level materials. A casual perusal of OCLC Worldcat will show many books with hundreds of holding libraries, but on the other hand, other books with only a single holding library. While one must applaud the librarian who chose to collect the only copy of a book to make it into a library, this points out the flaw in usage based collection development. For cooperative collection development to work on a worldwide scale, research libraries must be willing to spend at least a portion of their collection budgets on materials which may not be used for many years. If there is no copy available, the ILL process simply breaks down. Recently I was contacted by one of our graduate students who is writing a Ph.D. dissertation on aspects of 1920's and 1930's Soviet cinematography. He needed to consult a book published in Moscow in 1940. OCLC Worldcat only showed one copy, and it is in a library in Japan. To make a long story short, I was eventually able to acquire a digital copy for our user. Out of curiosity, once I had the book, I looked at the colophon to see the print run (тираж) thinking it must have been very small. It turned out the print run was 3000, yet only a single copy had made it into the collection of an OCLC member library. Where did all the other copies go? Of course many non-OCLC member libraries in Russia may hold this book, but from an American ILL standpoint, if it does not show up in OCLC Worldcat, it becomes much more difficult to obtain on ILL. The commonly held high-usage books will be collected by many libraries and be easily available for the foreseeable future. It is the low usage materials that need the attention of

research libraries, and it is those low-use or rare materials that may benefit most from Cooperative Collection Development.

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## A Success Story of an Academic Library Consortium: ANKOS

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ANKOS has been very successful in linking academic institutions in Turkey to an effective and efficient organisation of consortial activities. This is illustrated by figures provided on its expansion over eighteen years. The paper takes a historical and descriptive approach to the Anatolian University Libraries Consortium (ANKOS). It aims to describe the goals, fields of activity, organizational structure, functioning and the benefits it provides to Turkish academic libraries. . The authors believe that this paper is useful for all academic librarians concerned with consortium systems, cost sharing, e-resource management, open access (OA), collaboration on national and international scales, and staff exchange, especially in the developing world.

*Keywords:* library consortia, ANKOS, Turkey

### Background

The first library associations started to collaborate more than 100 years ago with the provincial cataloging projects conducted by the Library of Congress in the USA in the 1880s being examples of this early work. (Kopp, 1998). Among the first examples of library collaboration in Europe are the establishment of the nine regional library systems in the 1930s for the purpose of borrowing and union cataloging in the UK.

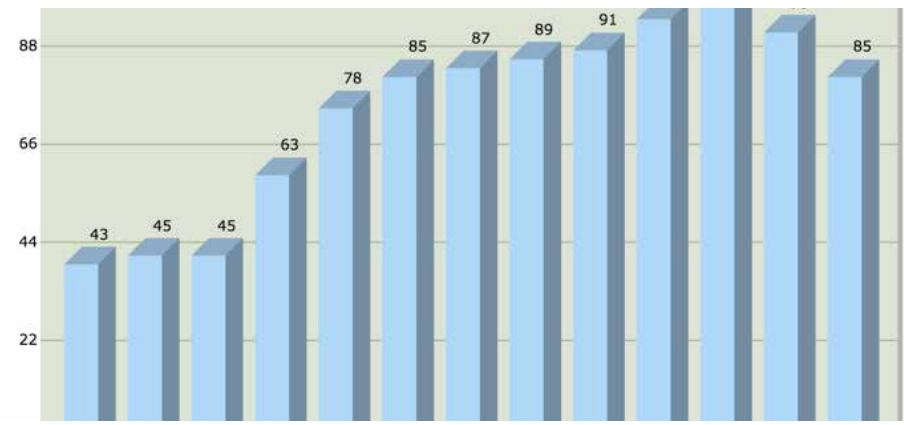
In the 1960s and 1970s, these cooperation initiatives, which started to take the form of consortia, were based on resource sharing and automation studies (Akbaytürk, 2003). Consortia were established as purchasing clubs for the first time and have expanded their field of activity and created new areas of work due to different needs.

The International Coalition of Library Consortia (ICOLC), established in 1996 in the US, also held its first meeting in the United States. The ICOLC meetings held

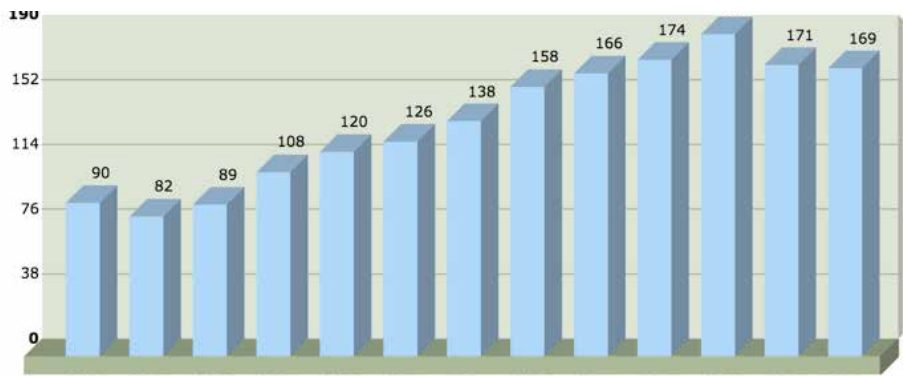


twice a year were initially held only in the US, but in line with the rapid growth of the group, it was decided that one of the meetings would be held in North America and the other in Europe. With its dynamic and independent structure, ICOLC is among the most valuable formations in the world of librarianship.

Over the course of the 1990s, Turkish academic libraries were also affected by the development of consortia activities all over the world. Late in the 1990s Turkish academic libraries focused on creating new cooperation models for subscriptions to electronic resources. The first step for the establishment of Anatolian University Libraries Consortium (known by its Turkish acronym ANKOS) took place in 1999 with the signing of a license agreement with EBSCO in three foundations and one state university (Cukadar, Tuglu, & Gurdal, 2013). In 2000, this formation included seven state universities and the Turkish Academic Network & Information Center (ULAKBİM), while new agreements were signed with Academic Press for IDEAL and MathSciNet (Erdoğan & Karasozen, 2006). Formation activities include a period of several years so that ANKOS's establishment date is accepted as 2000. After its establishment, ANKOS rapidly increased dealings with publishers and vendors (Table 1).



**Table 1** Subscribed databases by years and has diversified its activities in line with the demands and suggestions of its members



**Table 2** Number of members of ANKOS by year

**Legal Issues**

The purpose of ANKOS, which was formed in the early 2000s, was to get the most affordable price for university and research libraries for e-resource access and to ensure, economies of scale. This would allow academicians and students to have the highest level of access to the global information network in Turkey. ANKOS also wished to train and conduct joint studies to support library research (Anatolian University Libraries Consortium, 2018).

In the beginning there was no bylaw for ANKOS which was formed for common interest and cooperation between academic libraries. During that time required funds needed for ANKOS activities such as annual meetings, workshops, training programs, and participation in national and international events were kept in an account of the university affiliated by the ANKOS President. Expenditures were made only with the approval of the concerned institution. In this period all the sponsorship revenues of ANKOS were collected in an academic institution independently. This situation caused a number of problems, especially in the planning of activities. From time to time the institutions that owned the account used the funds for other purposes and their own activities. However, some members and some of the other stakeholders considered the absence of a legal basis to be a significant shortcoming and even a risk for ANKOS. Starting in 2009, studies have been carried out in order to convert ANKOS into a legal identity; investigations and initiatives were also made to establish a foundation or an association. In the light of these investigations, it was preferred to re-establish ANKOS as an Association with the decision taken at a meeting of all members in late 2011. The ANKOS Association was established with a conventional structure in February 2012. The most important achievements stemming from this new identity are: administrative and financial independence; a transparent organizational structure; and sustainability. ANKOS is now managed by a board of directors consisting of seven library directors selected as a result of an election held

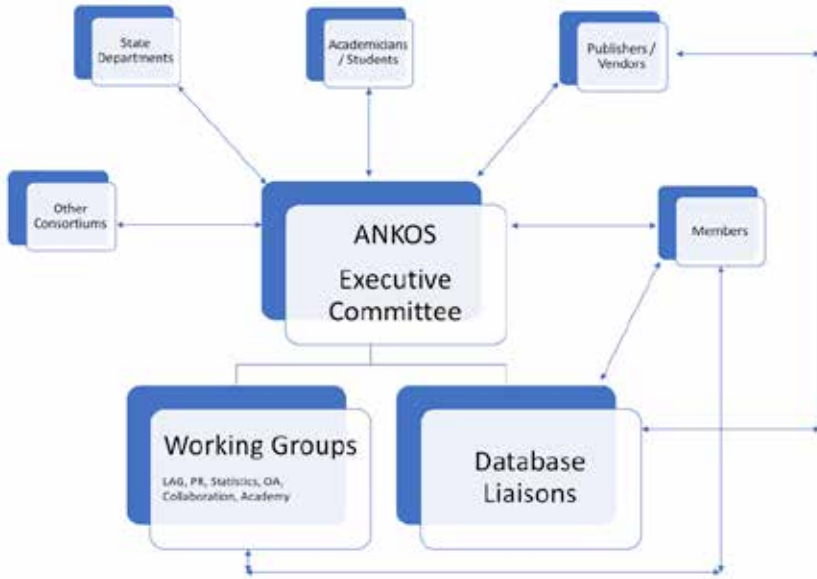
every two years, according to the bylaws, since 2012. ANKOS association officially registers its financial processes by informing the related state departments about the income and expenditures that are generated as a result of its activities. Being an association was welcomed both by the ANKOS members, by the companies and by the other shareholders. This has been perceived as the most important achievement of ANKOS.

## **Organization Structure**

ANKOS is managed by a board of seven academic library directors, elected every two years. The key tasks of the board include:

- a) Preparation and maintenance of common policies for the rational utilization of electronic resources that also include concerns for the educational and research needs of member institutions.
- b) Development of the strategic plan; preparation of the annual budget and the annual report; management of the staff and the budget.
- c) Leading negotiation of subscriptions to databases and e-resources with publishers and
- d) vendors.
- e) Assuring that license agreements are compatible with Turkish National Site License.
- f) Developing and delivering training programmes for ANKOS volunteers related to their personal and professional development.
- g) Representing ANKOS nationally and internationally.
- h) Developing projects to support the research activities of Turkish academicians.

The current organizational structure of ANKOS is given in figure 1.



**Figure 1** Organization and Interaction Structure of ANKOS

Beside negotiations and agreements with publishers on behalf of member institutions in order to provide price advantage in line with the purpose of the consortium, ANKOS also focuses on many other issues in the field of academic librarianship. ANKOS forms permanent and temporary research and working groups to conduct studies in these fields. Permanent working groups represent ANKOS at national and international scientific events and at different platforms, beside the work they carry out. Permanent working groups are:

- License Agreements Group
- Public Relations Group
- Statistics Group
- Open Access & Institutional Repositories Group
- Collaboration Group
- ANKOS Academy Group

### **License Agreements Group**

The purpose of the License Agreement Group is to make the licensing agreements of the electronic information resources that ANKOS members plan to subscribe to in accordance with the Turkish National Site License (TRNSL) and to follow the

developments related to license agreements in the world and use them for the benefit of ANKOS members.

The mission of the Group is to ensure that ANKOS members enjoy the most effective use of electronic resources by acquiring rights on the best terms possible and at the same time to ensure that ANKOS members maintain an equal partnership with those who provide information, and to raise awareness among the ANKOS members about copyright matters.

### **Methodology of the Group studies:**

License agreements are examined in three stages:

- **Examination of the firm's license agreement and comparison with TRNSL:** The contract of the firm marketing the product to be concluded is examined and compared with the TRNSL.
- **Initiate the negotiation / negotiation process:** As a result of the comparison of both license agreements, important points, deficiencies, limitations and questions that ANKOS wants to have in the license agreements are prepared and sent to the publisher / vendor.
- **Acceptance and signing of the license agreement:** After the correspondence has been concluded in regard to the license agreement, the License Agreement Group (LAG) informs the Executive Board of the ANKOS that the license agreement can be accepted and a license agreement can be signed for the establishment of the consortium.

Generally, when establishing a consortium of new products for the first time, the license agreement is signed for one year. If the consortium membership continues, a three-year agreement is made. In the consortiums established for three years, each member institution participates in the consortium knowing in advance the figure they will pay for the three years.

LAG especially focuses on getting improvements to avoid automatic payments in case of subscriptions that institutions are not planned to renew, and flexible payment terms for possible delayed payment, and that during the subscription term improper usage of any member will not affect the other members.

A change is being made in order to apply to the Turkish courts instead of the courts of the provider's country and to seek consensus before resorting to the court in case of a dispute.

Licensed products can be added to printed / electronic reserve collections to support lessons in academic research without infringing copyrights; can be used as training material; and they are also available for in-house training programs, academic meetings, and provision of library documents. Generally, these rights

apply to journal articles, but it is not the same for e-books and there are still problems with this issue.

### **Copyrights in License Agreements:**

The issues that needs to be taken care of is the protection of copyrights and cancellation to the database because of improper usage may be summarized as follows:

- A certain number of printed or electronic copies can be taken, systematic copying is not allowed using robots or similar programs.
- Databases can be used for personal and academic needs only, commercial use or distribution is not allowed.
- It should be indicated from which source the information used comes from.
- Copies from databases can only be shared between authorized users (students, academic and administrative staff and researchers).
- It is forbidden to change, delete, and so on the information contained in the databases, the copyright notices of the publisher and the author.
- External users can access e-resources only from the physical location of the library.
- The content of the databases can be used as training and electronic reserve material in the courses.
- Permission terms for interlibrary loans may change.
- When improper or suspicious usage is noticed, the publisher / vendor must be notified and necessary measures must be taken.

Although international norms are becoming increasingly widespread, the rules may be different for databases provided by the publisher directly or those which include content from various publishers; these may have specific conditions attached. LAG encourages, on every occasion, the importance of paying attention to the license agreements of the subscribed databases, the announcement of matters which end users need to know about and the observance of the rules.

### **Public Relations Group**

“ANKOS Public Relations Group” is established to organize the meetings needed to ensure recognition of the Anatolian University Libraries Consortium in Turkey and abroad. In line with the requirements of the evolving structure of ANKOS, it continues its mission under the name of “Public Relations” with its principle of self-renewal starting from June 1, 2009. This principle promotes a two-way communication process with existing and potential targets.

**Goal:**

To inform people about ANKOS and to create a positive and strong image of the institution.

**Target Groups:**

**Internal Target Group:** ANKOS volunteers.

**External Target Group:** ANKOS member institutions, existing and potential firms, all domestic and international universities, and libraries interested in electronic information resources, and similar consortia and organizations operating in the same field.

**Duties and Responsibilities:**

- To determine the promotion policy of ANKOS,
- To handle relations between ANKOS and internal and external target groups,
- To monitor the awareness, views, attitudes and behaviors of internal and external target groups,
- To analyze the effect of ANKOS studies on internal and external target groups,
- To create and maintain two-way communication between ANKOS and internal and external target groups,
- To provide unique changes in awareness, ideas, attitudes and behaviors in internal and external target groups,
- To establish new relationships between ANKOS and internal and external target groups and / or to try to preserve existing relationships,
- Planning and organizing of ANKOS annual meetings and social activities.

**Statistics Group**

Statistics on the use of electronic information resources are a highly controversial topic all over the world, but international standards have begun to emerge. The Usage Statistics Working Group was formed in 2003 from the need for evaluation that emerged with the establishment of ANKOS. Results of the studies are presented to the ANKOS Executive Board when needed by the group. In addition, these activities are announced to the members during the annual ANKOS meeting and are included in the annual activity report. There are three members of the User Statistics Group.

**Mission:** To collect usage data related to numerical data and subscriber databases related to ANKOS member institutions; to make benefit / cost analyzes based on this information, so that ANKOS can act using the right information while making its studies and setting its objectives.

**Goal:** To determine the standard data types according to the database type, to collect data related to the member institutions, to update and ensure that subscriptions are made in a correct information-based format and are evaluated properly, to make cost analyzes by comparing use with total cost, and to make the right decisions by looking at these analyzes when members are making innovations, to provide accurate data for the consortium planning of ANKOS.

### **Duties:**

#### 1. For members:

- Budget,
- Number of FTE (undergraduate, graduate and doctoral students and teaching staff),
- Total population,
- The number of subscribed databases of member institutions throughout ANKOS,
- Number and list of members' subscriptions for subscription-based models,
- Total number and list of publications in each database,
- The amount each member pays for each database,
- Collecting data about the usage of each database,

#### 2. For ANKOS;

- To present the collected and edited data to ANKOS Executive Board

### **Open Access & Institutional Repositories Group**

The Open Access and Corporate Archives Working Group was established in 2006.

The Group's mission is to create awareness among information professionals in Turkey, to facilitate cooperation between ANKOS, information professionals, and researchers, both domestic and foreign.

### **Goal:**

- To inform all the ANKOS members about OA activities around the world as well as in Turkey,



- To ensure that member institutions have access to and use of the Open Access movement on the Consortium level,
- To create opportunities for dissemination and implementation of recent news and developments about OA within the member institutions, to show methods to establish relevant archives for the institutions,
- To cooperate for the sustainability of the work in coordination,
- To keep instructions and training documents on the ANKOS website and to ensure that they are up-to-date and reliable.

The “Open Access Conference” (Open Access Conference, 2018) is held on the same dates as the open access week, which is celebrated annually all over the world since 2012 with the contributions of the ANKOS OA Group. At the same time, ANKOS OA Group also provides leadership to the universities for institutional open archives building activities in Turkey and offers advice and recommendations to the institutions in this regard. DSpace software is used by ANKOS OA Group as the open institutional archive and institutional repository infrastructure. As of today, out of more than 190 Turkish universities, 143 have selected DSpace infrastructure to establish their institutional open archives, and 61 of them are actively using the institutional repository system. On the other hand, ANKOS OA Group serves as referees for Turkish journals listed in DOAJ.

There are several international projects like OpenAire, Pasteur4OA, and MedoaNet supported by ANKOS OA Group

## **Collaboration Group**

ANKOS Collaboration Group formed in 2006 to operate in the following areas:

- Preparing ANKOS Staff Exchange Program,
- Preparing National Resource Sharing Instructions,
- Developing an Online Resource Sharing Software.

Staff Exchange Program (2018) and the Resource Sharing Instruction (2018) created and organized by the Collaboration Group are the first national applications in these fields in Turkey.

## **Interlibrary Loan Tracking System (KITS)**

Interlibrary Loan Tracking System (KITS), which aims to track the resource sharing processes between libraries / information centers of higher education institutions online; provides a more systematic and easy way to provide loaned publications / documents between academic institutions. The system has been developed for the use of ANKOS member institutions and is completely free. The Interlibrary

Loan Tracking System, commonly known as KITS, is a multi-user and online access-based application, also it is the first online resource sharing application in Turkey. KITS is a platform that eliminates traditional inter-library loan requests in print media, for example, as multiple copies by mail or fax as it conducts transactions online. KITS is open source and is a platform developed under the GNU license.

### **Achievements:**

- all the document supply operations and processes have been centralized;
- standardization of document supply procedures;
- detailed statistics are collected nationally;
- production of data for the acquisition policies of individual libraries;
- written & declared ILL policies;
- there are more interactions between ILL librarians;
- Turkish ILL staff have become more familiar within the international arena;
- as ILL staff we are sharing more than resources.

Since the project has started KITS presented at several conferences and meetings:

- New approaches for interlibrary loan operations in Turkey: KITS (Interlibrary Loan Tracking System). Ertugrul Cimen, Ayhan Tuglu, Mehmet Manyas, Sema Celikbas, Zeki Celikbas.
- World Library and Information Congress: 75th IFLA General Conference and Assembly, Theme: "Libraries create futures: building on cultural heritage" Milan, Italy, August 23–27, 2009
- New Opportunities for Resource Sharing in Turkey. Ertugrul Cimen
- ALIA Access 2010 Conference, Brisbane, Australia, September 01–03, 2010
- Future of Resource Sharing in Turkey: Can Open-Access be an Alternative?
- Ertugrul Cimen
- 12th Interlending & Document Supply Conference, Chicago, USA, September 19–21, 2011
- New Module for Secure Electronic Resource Sharing in Turkey Ertuğrul Çimen, Sema Çelikbaş, Zeki Çelikbaş, Ayhan Tuğlu
- "Document Delivery and Resource Sharing Section" IFLA 2014 Conference Lyon, France, 16–22 August 2014
- How Turkish Academic Libraries Share E-resources; Infrastructure, Rights and Restrictions. Ertuğrul Çimen

- 6es Journées professionnelles du CTLes Bulac Library (University Library on Languages and Civilizations) Paris, France, 17–18 June 2015

## **Staff Exchange Program**

ANKOS Staff Exchange Program started in 2012. For the first staff exchange program, there were three university libraries as host institutions and six participants from six different academic libraries. Over the years fourteen different academic libraries hosted the program, and more than 40 library professionals participated in the program. When the program started, it was national, but in 2015 the program became international and eight international participants from Azerbaijan, Kosovo, North Cyprus Turkish Republic, and Bosnia-Herzegovina attended to program in the last three years.

## **ANKOS Academy Group**

The ANKOS Academy group was established in 2015 to provide continuing education programs for librarians and information services professionals. The program aims to enable library professionals to develop their skills in order to achieve a better position in today's competitive environment both nationally and internationally. The objectives of the ANKOS Academy for professionalism are: development of practical skills focusing on professional specialization and engaging competence. The ANKOS Academy has developed a number of training programs tailored to the needs of today's changing librarian environment. It has been decided that these programs should be presented online through virtual classes. After reviewing existing platforms, GoToMeeting was chosen as the delivery environment due to its performance advantages. As of today, ANKOS Academy has organized several online webinars, with more than 450 library professionals participating.

## **Annual Meeting (ANKOSLink)**

Upon its establishment, ANKOS started organizing annual meetings to bring its members together with publishers and agencies in order to discuss electronic publishing in all aspects. Until 2011, the annual meetings were hosted by different ANKOS member institutions. Starting from 2012 these meetings have been named ANKOSLink, and the organization has been moved to a congress center in Antalya. With this change, the organization reached a size of 500+ people, ranging from Turkish member institutions, publishers, agencies, and information professionals from the Middle East, Balkans, and former Soviet Union Republics. ANKOSLink is more than a regular library conference with its large exhibition where several products of interest to information professionals are exhibited. (ANKOSLink, 2018). ([www.ankoslink.org.tr](http://www.ankoslink.org.tr))

## **National Collaboration & Internationalization**

ANKOS supports national the ULAKBİM EKUAL project which provides e-archiving solutions for subscribed content for nationwide permanent access. ANKOS considers e-archiving as a major area of action for ULAKBİM with the assumption that a medium size library has access to 20,000 e-journals so that in case of international crisis, loss of access to e-content can cause chaos in the country.

ANKOS has favored collaboration with other consortia in other countries since its establishment. In 2001, ANKOS joined SELL-Southern European Libraries Link as a founder country along with Portugal, Spain, Italy, France and Greece. ANKOS hosted 3 out of 18 annual SELL meetings in Turkey.

SPARC-The Scholarly Publishing and Academic Resources Coalition aims at breaking the monopoly of commercial publishers, promoting competition in the sector and avoiding unfair price increases of scientific journals. Three year after its establishment in North America, SPARC opened a branch in Europe in 2002. ANKOS joined this initiative the same year. SPARC's main discussion points were open access and open archives. These are still vital discussions for library and publishing communities.

ANKOS is also a member of ICOLC-International Coalition of Library Consortia and COUNTER-Counting Online Usage of Networked Electronic Resources. (Anatolian University Libraries Consortium, 2018).

ANKOS is not only involved with international collaborations at the consortium level, but also at any perspective that falls under librarianship and information services. In this respect, ANKOS is in close contact with IFLA. In 2014, with IFLA president Sinikka Sipilä's participation, a conference was held in Istanbul in 2014 and the theme was "Strong Associations, Strong Societies". A year later, the IFLA Presidential meeting titled "The Art of Transforming Libraries" was organized, again by ANKOS in Istanbul (IFLA President's Meeting, 2018).

## **Success**

Established in 2000, ANKOS has achieved continuous growth over the past 18 years and has become a respected and recognized organization both at national and international levels. As of today, ANKOS is the largest consortium in Europe and one of the largest consortia in the world. Through the past 18 years, according to its goal, ANKOS had successfully negotiated with publishers and vendors to get the lowest price for access to e-resources on behalf of its members. Today, ANKOS is a national authority following international best practices on e-resource deals. All members accept the bargaining costs incurred by ANKOS. All members accept these prices as standard through inspection mechanisms at the national level, and ANKOS is considered as the national authority.

In addition to its main objective, ANKOS is the only single and leading organization on the national level in the field of open access, resource sharing, training programs, and staff exchange practices. The most important feature that distinguishes ANKOS from other consortia is that all librarians involved in this organization voluntarily support their work. Until now, ANKOS has never paid a fee to any volunteer. Volunteer employees of ANKOS are its greatest power and privilege.

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# **Lifelong Learning: A Landmark for Personal Development and New Opportunities for Modernization of a University Library**

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## **Abstract**

The article is devoted to the role of the university library in supporting and developing lifelong education for different segments of society. The practical experience of the information-resource center American Corner and Maker Space Astana, located in the Eurasian National University Library, shows the importance of supporting personal growth and skill development of users. Considering the functioning “American Corner and Maker Space Astana” as one of the modern phenomena of social development, the authors of the article suggest looking at its experience in organizing all of its activities. This article will analyze activities, the survey results of users, the results of observations, as well as the success stories that have influenced the personal growth and success of its visitors (teachers, students and other categories of users).

An eccentricity of the research lies in the proposed experience and consideration of topic itself. The lifelong education concept is not yet so widely accepted in the post-Soviet region. Our society has just started to realize the importance of a lifelong education for personal growth and the sustainable development of a society as a whole. American Corner creates conditions for a productive and prosperous lifestyle by offering equal access to information and educational resources. The described experience will be beneficial for the modernization of this university library as well as for other university libraries in the country.

*Keywords:* lifelong education, university library, maker space zone, open access, information, Kazakhstan.

## **Introduction**

Among the principles of the sustainable development of the society proclaimed by the United Nations, the principle of continuous education of citizens takes

a special place. This goal is connected with the solution of the most important challenge of mankind: underutilization of resources, experience, and energy. For now, lifelong learning serves as a tool to actualize the accumulated knowledge of the world; it allows people to fulfill themselves effectively. Global experience shows that to assure personal meaning, to respond the most diverse requests of people in all stages of their lives, to solve issues rooted in ontology, education must be based on the principle of continuity. As one of the authors of an article on lifelong learning said: "At the time when manufacturing technologies, social and economic relations of society keep changing quickly, a person's potential and a person's ability to be a genuine subject of cognitive, social, professional and innovative activities has an eternal value. Therefore, a person should be viewed not as a labor unit and instrument of social development, but as the goal of such development. Consequently, adult education is the complex of intellectual abilities of specialist, opportunities to competently and responsibly implement his professional and public functions. It allows him to produce new ideas and ways for self-development" (Verbitsky, 2016, translation provided by authors).

The idea of lifelong education originated in the 1980s when the whole world community was focusing on solving issues of developing countries, especially in the field of education. If to be precise, there is a fact in a history: this theory was put forward by Alexander Kapp, German historian of pedagogy and was named "Andragogy" (Pedagogical dictionary of terminology). At that time, everything was conceived for the first time. However, the concept of lifelong education is not widely accepted in the post-Soviet region. Nevertheless, researchers of this topic note in their publications that in developed countries "lifelong education" is no longer the ideal benchmark for building a system as a whole, but a commonly accepted rule. (Ilacavichus, 2014). Our society is just realizing its importance and its role in personal development and as a factor of sustainable development of society. In recent decades, attention to lifelong education is constantly increasing due to the rise of both needs and opportunities for the multiple (continuous) professional development, retraining and even changing the profession of working people, new challenges of adults' education in connection with increased cultural demands, as well as awareness of the need for training and knowledge as a part of the new healthy lifestyle. As a result, new courses are launched, not only for adult working citizens but also for the elderly.

In the documents that determine the strategy for the development of education in Kazakhstan, the idea of continuing education is a backbone. In order to achieve great goals, all of us must change our worldview in accordance with modern realities. World processes move quickly, and we must be ready for anything. We need to reform our own consciousness and educate a new generation of Kazakhstanis according to the ideas reflected in the article of the president of Republic of Kazakhstan "Looking ahead: modernization of public consciousness." (Nazarbayev, 2018).

In this research, we consider a contribution of the library and library staff in the development of lifelong education in Kazakh society by using a case of the diplomatic project of the State Government of the U.S., “American Corner in Kazakhstan”. Studying the experience of implementing this project over 15 years, we would like to note the important mission of Kazakhstan libraries in improving the situation in this field because most of American Corners are based on public libraries, users of which are from different layers of society. Our observations provide evidence of the positive impact of being located in libraries. The libraries with American Corners have more advantages. This innovativeness helps to solve issues in such important areas as the organization of library space and service, development of the book collection, and the enhancement of professional competence among staff.

### **The project of “American Corners in Kazakhstan”: New Ideas and New Capabilities**

The United States of America was the first country to recognize the independence of Kazakhstan. In the last 26 years, these two countries have established a solid and multifaceted cooperation, which includes a dynamic exchange of knowledge and ideas. One of the important fields of cooperation between the two sides is culture and education. The American Corner is a vivid example of a successful educational cooperation, which will be 15 years old in 2018. The first corner in Kazakhstan was opened in 2003 in Oskemen, the regional center of East Kazakhstan. So far, eleven American Corners in the country provide an American style public library. They offer library and information services for everyone and have become a foundation for cultural and educational programs. Modern American Corner is a progressive platform for effective public-diplomatic cooperation with a target audience. They offer a friendly and inspiring atmosphere, qualified staff and modern technologies necessary to develop the potential of each visitor. (American Corners in Kazakhstan: 10 years of successful cooperation and partnership, 2013)

### **American Corner in the University library: opportunities, experience, and success stories**

An American Corner was opened in the university library for the first time in 2015. In a solemn atmosphere, with the participation of the U. S. Mission Ambassador in Kazakhstan, Kazakhstan Minister of Culture, Rector of the University and the broader scientific community, the American Corner was opened as a part of the Scientific Library of the Eurasian National University. Before approving this decision, we considered for a long time some specifics of the university libraries, in particular, the fact that it is not open for third-party users. We wanted to be useful and in greater demand not only by the university community but also for the residents of Astana. Therefore, taking into account an age limit of sixteen and older, the American Corner opened its doors to everyone. This is the first step of



the university library to become useful and interesting for the local community. Today, American Corner is equipped with modern facilities and up-to-date information resources. For more than two and half years its activity center has become a comfortable and attractive space for educational, cultural and leisure services. We see this in the statistics showing the increased number of visitors who have discovered other services of the library.

Opening the American Corner was another great opportunity for the university to support the educational process and multilingual education, in particular, to improve English proficiency. Most visitors appreciate access to the world authoritative databases with global volumes of scientific articles and monographs, newspapers and magazines, American Corner provides. According to our observations, this is always in demand, both among eminent researchers and young scholars. Now ElibraryUSA provides access to four scientific databases: Academic OneFile, JSTOR, ProQuest dissertations and theses, Research in Context, as well as additional resources PressReader (world newspapers) and Flipster (the base of American magazines). These resources are available only through computers of the center: however, they expand the information capabilities of the university library. Statistical analysis of the requests and feedback from users of these electronic resources allow us to assert a constant growth of young researchers' demand and interest in the platform. Visitors accommodate their educational, research and cultural interests, get acquainted with the point of view of American scientists in various fields of knowledge and find friends and like-minded people. In addition, the American Corner has become an excellent platform for exchanging views, conducting discussions, gaining new and useful knowledge and skills for communication, and allowing for the personal growth of each visitor. So far, the corner is equipped with modern machinery and technology and has more than 1000 books. The center also provides its visitors with the possibility of intellectual development through games, robotics and constructors, 3D technology and other innovative practical exercises. In the Maker Space lab, there are 3D printers, milling machines, drones, robotics, Lego, Raspberry Pi 3, Arduino, wind and heat generators, and so on. Our reliable partner – the Chevron Company, made this possible.

American Corner activities are being built for several different uses. Among them we would like to note the most prioritized ones as promoting interest in English and improving the level of proficiency, increasing IT competencies and communicative abilities, developing the creative and intellectual potential of its users, and promoting the technical creativity and dissemination of new scientific knowledge. We propose to consider the American Corner experience with specific examples of these uses.

English and improving its level of proficiency among our users is one of the beneficial things we work on. Today English is considered to be the most widespread language. Indeed, English is spoken practically in all countries of the world. This

language has even become compulsory in our country. We always receive requests from people of different ages, different social statuses, and different professions to learn the language. One of the opportunities the American Corner provides for learning and improving English is the American English Live webinars offered by the Regional English Language Office (RELO) in Astana under the auspices of the Office of English Language Programs in Washington, D. C. This is a single virtual platform for teachers of English, where they share their experience and the knowledge they learned about their teaching activities. The course consists of six sessions. After its completion, participants receive a certificate by RELO, and, most importantly, learn modern methods of teaching English. In our experience, such online courses are not only interesting for English teachers and linguists, but also those teachers who teach in English, as well as students who are studying to be teachers. Of course, many people think that there is a big difference between English teachers and subject teachers. Nevertheless, experts all over the world have come to the conclusion that the teaching methodology is relevant for everyone, and this can be used absolutely for any class. During the American Corner's tenure, we have witnessed many success stories of self-development. In this regard, we want to tell one story of personal growth.

The main heroine of this story is Azhar Kaptagayeva, an alumna of the Future Leaders Exchange program. She had graduated from 11th grade and was preparing to apply for university abroad. In her spare time, she started coming to the American Corner and conducting English language courses as a volunteer. She founded a "Discover United States" club, where she shared information and personal experiences about each state of the U.S. Azhar says: "After a year of exchange in the U.S., I really missed American culture, a place where I could find resources in English and practice the language. Fortunately, the American Corner has become for me the right place, the "little piece of the United States in my motherland". Thanks to the wonderful and absolutely free materials in English, cool activities and friendly staff, I managed to keep in touch not only with the foreign world but also had an opportunity to realize my own projects and to share with people the experience and knowledge I acquired in the States. Also, the SAT preparation and TOEFL tutorials provided by the Corner library helped me successfully pass these exams taking me a step closer to my cherished dream of States education." (Translation provided by authors)

We may also say that the Maker Space activities are a good example of promoting technical creativity and the dissemination of new scientific knowledge. This is a space where makers come together. It is perhaps the most attractive zone for people interested in robotics, programming, and so on. In the Maker Space zone, we are actively promoting a Science, Technology, Engineering and Mathematics (STEM) movement in Astana. The first steps have already been taken. Thanks to Chevron, which is the main sponsor of Maker Space as a project, we have a budget for the organization of useful and relevant courses and workshops each year.

Thereby, the company is contributing to the development of Kazakhstani society. Yes, it may seem awkward for many Kazakh libraries, that there is a tech-lab like “Steve Job’s garage” among the library shelves. However, it is like a breath of fresh air to students. In universities, there is still such a tendency that laboratories are under close supervision of the top management, and little is allowed to students. However, we must understand that everything in any technical laboratory must serve for the development of the younger generation. Who knows, maybe one of them will become a Nobel laureate in the future!? For three years, we have gained good momentum in this area. There is already a team of visitors who are regulars. One of them is Nurbolat Sansyzbay, a 21 years old senior of the Physics and Technology School, Eurasian National University. He majors in “radio engineering, electronics, and telecommunications”. He came to the American Corner for the first time two and half years ago. As soon as he found out about the Maker Space zone, Nurbolat immediately enrolled in the robotics course. During the interview we had, he mentioned: “I have always been excited by robots, programming, and artificial intelligence. The first year I actively attended classes I became good friends with other American Corner visitors who had the same interests as mine. Gradually, we started volunteering; I did not know that this was such a useful job. We began to share all the knowledge we had with beginners and, you know, it even helps to consolidate your own knowledge. No wonder, all the same, say that when you explain to someone, you even understand the essence of things better. That’s how I started volunteering and conducting classes, workshops in robotics. With other volunteers, we began to participate in different city festivals and outreach programs, where we met various interesting makers. This is cool. By the way, I like programming, programming languages are my element. With the support of the American Corner coordinators, I led a whole course on Java programming language from September to December 2017. It was a colossal experience for me. Prepare for classes and motivate the guys to finish the course and show them that programming can be not only a hobby but their livelihood is a lot harder than it seems. Fourteen participants out of eighteen completed the course. I believe it was a very good result of my work. At the end of the course, we conducted a mini-hackathon on the basis of Maker Space, where participants wrote a program for a simple 2D game in three hours. After my volunteering and teaching experience, I was invited to teach local robotics courses, and I can be sure that I will definitely find the job of my dreams. Now I am writing my thesis and creating a community of IOS developers within Maker Space. In Astana, there are not enough places to support makers. I want us to promote this movement and develop STEM culture in Kazakhstan. Not only do I advance in the ladder development: for example, my friend Yerkebulan, a sophomore, as well as I, teaches and accumulates experience, and Erkin has recently won one million KZT for the implementation of one project. I’m very grateful to Chevron that they invest in the development of Kazakhstan’s youth and American Corner and Maker Space Astana for being in my life” (Translation provided by authors).

Day by day, the number of Maker Space patrons is growing. We often hear from them expressions such as “What would we do without Maker Space!”, “If it would be available 24/7!” It is not every day that organizations hear such wonderful feedback. Those people who are now quietly creating a community of makers, two years ago came to us for the first time as just visitors. Their eyes were like fireballs fearfully blazing and yearning for new knowledge. Then we launched the robotics courses for the first time. It was very difficult to get the right people: since we did not know the place, where the makers are usually congregating. Since then, we are moving to develop young people’s creativity and to convey the main principles of the STEM movement. We are proud of the current outcome of Maker Space and inspired to continue it further.

Our experience shows that the American Corner initiatives contribute to personal development, as well as the emergence of new ideas and their dissemination among the local community. The development of a STEM-culture is an entirely new direction in our society. It is always appealing, especially when it is aimed at one specific audience. The panel discussion on “Women and Careers in the Field of STEM: Challenges and Opportunities” we held in April last year is proof for that. Participants of this event had a chance to learn about the TechWomen program, which is designed to inspire, connect and support the next generation of women leaders in STEM by providing access and opportunities for career advancement, to fulfill their dreams and become role models for women and girls of their society. The meeting was held within the framework of 25 years of cooperation between the United States and Kazakhstan in the field of innovation. Speakers during the meeting were women leaders in the STEM field who now work in such IT companies as Apple, Mozilla, Symantec, and Yahoo, as a result of their participation in the TechWomen program. Each of them told about their successful career and about the difficulties they had to overcome. The delegates shared their knowledge and experience with young girls from Kazakhstan to create and strengthen ties, expand the women’s community in technical areas and attract girls to these specialties. We want to highlight that this was the first visit of the TechWomen delegation to central Asia. We hope that this visit will positively influence the creation of effective cooperation throughout the region and will strengthen the work between people and countries in the field of scientific innovation. Over the past few years, TechWomen delegations visited Jordan, Morocco, Rwanda, South Africa and Tunisia. This project provides opportunities to improve the living standards and prospects of women and girls around the world to realize their potential in the high-tech industry.

Continuing to advance the STEM field in our society, in anticipation of EXPO 2017 and in the framework of International Earth Day observance, the American Corner and Maker Space Astana organized the city festival “ASTANA STEM FEST”. Festival organizers were inspired to popularize fundamental knowledge among Kazakhstani youth and schoolchildren, by demonstrating the dynamic

development of science and technology. We saw that it is very important for science to become convenient, understandable and useful in the daily life so that it may give stimulus for people to choose it as a professional goal or turn it into a wonderful hobby during the weekends. During the festival, the American Corner had an opportunity to introduce the Maker Space zone to the public and invite everyone interested in robotics and programming to participate in its events. Several technical workshops like “3D modeling and work with 3D printers”, Arduino and Sparkfun as a base of robotics”, “Raspberry Pi 2” were offered. This event served as a brainstorming session for future activities of the Maker Space zone. Fest participants were encouraged to share their ideas and suggestions. Taking into account the interest and the relevance of the services of the Maker Space zone, we intend to expand, with the support of partners, the technical base of the zone in the future. This space allows us to attract more people from different age groups, to realize new projects and this makes our work interesting and valuable.

The development of communication skills and mentoring future leaders is one of the key purposes of the American Corner’s activities. One of the best examples is the Toastmasters Club, which started functioning from the opening of the center. This is a crucial window of opportunity to develop talent and reveal a potential of youth. Herehere professional toastmasters share their experience in conducting discussions or public speaking and become a mentor for newcomers. Each day it gathers hundreds of people together.

If the Toastmasters Club helps in the self-development of young people, then a Beginner for Elderly People club functions for the elderly (60–70 years old). Retired people gather at the American Corner twice a week to learn English, improve their computer skills, help each other solve problems, spend their leisure time, find interlocutors and, of course, to share their lifelong experiences with a new generation. This “Elderly’s club” has a large educational value to the young visitors of the center, who help them with great pleasure to master the Internet using online services, and search for necessary information, thereby improving the quality of the elders’ life. Above all, the event brings up the youth’s respectful and caring attitude to an older generation.

Summing up our experiences in different directions, we want to note that each American Corner may have its own specificity; however, our main objective is to organize a cognitive place for leisure and a platform for further training and growth of each visitor’s motivation. Therefore, it is always possible to attend workshops and master classes for a certain target group. The American Corner activities are aimed at professional training in soft skills: leadership quality, communication, speaking skills, business management skills, new technologies, and so on. Most of the activities are held in English, which indirectly raises the level of ability in the language. Events are usually arranged by the American Corner team of volunteers.

We try to support and motivate them in every possible way so that at the same time we are helping to develop the volunteer movement in our society.

## Results of the American Corner Users Study

To be efficient it is always necessary to have a constant feedback on our resources and services. We do oral surveys, questionnaires, interviews, local studies of focus groups, and observations. To learn how the American Corner contributes to lifelong education and personal growth, we launched an online survey of our patrons. Ninety respondents in different age groups (25–60 years old) and social status (students, young professionals, and retired people) participated in this study. Among the most interesting and useful events are our discussion clubs (72.5%), Maker Space courses (45.5%), Toastmasters Club (27.3%), workshops on personal growth (27.3%). To the question “what specific examples of personal growth have you gained through American Corner activities?” we received answers like “Discussion clubs and movies in English significantly helped to improve my level and new acquaintances and interesting topics were a bonus”, “wonderful atmosphere and excellent staff are the cause of constant desire to come here on a daily base”, “Corner motivates us to learn. And, of course, the rich library helps us to expand our intellectual horizon and gain new knowledge”, “While learning circuits, I visited American Corner and was impressed by the equipment presented at the Maker Space zone (Arduino sets), which allowed to practice theoretical materials. Now I work in the field of electronics and circuits directly with those sets of Arduino”, “I have been visiting American Corner for only months because I am always worried about upgrading my vocabulary. And I hope that my English level will be improved”, “Classes for elderly and the transparency of this group give me more freedom to learn English. I have already learned many rules, improved my pronunciation, and enriched my vocabulary. I even found active retired volunteers for the implementation of social projects”. These answers inspire us to run more active and diverse events!

## Recommendations

The world is moving on, and methods of learning and teaching become obsolete. Every year libraries spend a huge amount of money to buy books. However, those books and methods, perhaps will not be useful after two years. Therefore, libraries should switch to electronic databases and additionally use updated resources like American English. As we mentioned before this is a resource center organized by the office of English language programs in Washington D.C. There are a lot of American English resources for teachers in open access: interactive and game materials, texts of songs, information about the culture of the U.S., electronic version of Forum magazine, webinars with American specialists of English. <https://americanenglish.state.gov/> and so on.

To share methods of teaching and studying various subjects areas including English is one of the trends of Western education. It is well known that professors of many leading universities in the world like Stanford, Harvard, MIT, and Johns Hopkins provide their courses in open access through Massive Open Online Courses (MOOC). We kindly recommend taking a look at the following links: [www.coursera.org](http://www.coursera.org), [www.edx.org](http://www.edx.org), [www.futurelearn.com](http://www.futurelearn.com), [www.skillshare.com](http://www.skillshare.com), and [www.udacity.com](http://www.udacity.com).

Every day we face one fact, when most of the students (especially freshmen) do not have any skills in writing scientific papers, do not have effective methods of searching necessary information. High Schools often do not teach to do research. We recommend seeing it as an opportunity, not a challenge. So, from the author's' point of view, university libraries together with university scientists can conduct workshops on science, principles of science, and teach search strategies to on a regular basis.

Almost all universities in the world have students submit essays on each topic of discipline or field of study. They are similar to our scientific papers. That is to say, if a student reads 3–4 books on the same subject for 10 days, then he/she will be able to express their own perception, and summarize his/her point of view because after reading different sources the student develops his subjective view, which he believes in and may prove. In terms of this, university libraries may design workshops on writing research papers thereby contributing to the struggle against plagiarism.

Now, every university library has access to the electronic databases, actively promoted in the university community. As long as each of them has some uniqueness and own specifics both in content and interface there is a huge responsibility for librarians: to conduct justification and explain the work with those databases to the freshmen, to professors with Soviet education. In its own experience, American Corner does not usually work with large groups of people, when explaining how to work with databases. Why is that? Because it has higher effectiveness to explain to one person inside and out than do it in a group. You may ask why. The answer is obvious: a person who totally understands the whole content can easily explain it to others, and with geometric progression, the number of people who knows databases will go up. However, we have to understand that it is a long process: in one day, we cannot move mountains, but if you build one format of conducting workshops, it can be supplemented and repeated further.

When we get any kind of service, each of us has a principle "How you are met, such impression you will remain." Let us tell you a story of one of our visitors, "when I was a freshman, I came to the reading hall of the library. Immediately, I approached the librarian with a request, she probably sat without mood and scolded me that I had not provided the full information about the book I needed. At that time I didn't know that students needed to provide the exact address of

the book and I naturally had a negative attitude towards this department and personally to that librarian. For four years of my bachelor degree and two years of masters I didn't even get close to the department, much less to this librarian". Another example: "There were few textbooks connected with my major in the library of my university, but, fortunately, there were two qualified librarians in one of the departments. I remember them very well. Every time I was coming with any request I always tried to approach one of them because even if there wouldn't be a particular book I had requested they could suggest alternatives. They were always prompt and could explain anything, if necessary, and I had never seen aggression on their part. So, those two examples give us an opportunity to draw the following conclusion: the wall of library success depends on the laid "bricks", so librarians is a key factor of library prosperity! If the librarians don't serve at the highest level, the wall will collapse quickly. In this connection, we give a couple of recommendations: 1) Only qualified librarian should meet visitors, who will familiarize them with the basic rules of using resources and services of the library, will explain everything about library, and will direct people to the necessary department; 2) staff of the library should always improve the quality of service they provide: generally accepted norms of communication, personal etiquette, principles of service management and so on. In our opinion, these recommendations should be emphasized because their observance is a pledge of the authority and positive image of the library and librarian as a whole.

It is necessary to develop a volunteer movement. Unfortunately, in our society, this movement is not as successful as in foreign countries. American Corner experience shows that if a correct way has been found, then we will find both find assistants and help people to reveal themselves, develop their abilities, and show their demand to society. Thus, we educate socially active people, who are engaged in their lifelong education.

We would like to say a few words about an organization of library space, which should be available both for individual and group work. Again, from our experience, it should be organized in a way that users may spend their time in the library, by themselves and do not depend on the work of a librarian. The main principle is the open access to the resources, to computers, comfortable furniture and ... full cordiality and willingness of the librarian to help each visitor regardless of mood or other circumstances. Instead of harsh librarians, we encourage offering the visitor a self-service system where you can independently order and pass a book, find a secluded place to read a book or watch a movie and work with groupmates on a joint project. Librarians need to move away from old habits and show the features of a modern educational and cultural leisure center (in the format of "coworking centers").

It is always necessary to study the user's opinion. Feedback helps to improve the provision of resources and services and identify bottlenecks. We regularly launch a survey of our visitors in order to identify the quality of our services, the activities



we run; we ask respondents to write about the shortcomings of the organization. The feedback from our users allows us to keep up the pulse: from their answers, we learn about the claimed resources and services, make adjustments to the schedule of our events, the arrangement of the American Corner space and so on. Perhaps, our recommendations are superfluous, and not so edifying to others, but this is our experience, our observations. We hope that our recommendations will be helpful in the process of modernization of university libraries and will contribute to the breakaway of stereotypes about the library and librarian in our society.

In conclusion, we would like to note that American Corner's work gives an opportunity for students and teachers of the university and for the local community to develop skills in STEM fields and gain new knowledge, motivates to get new majors and serves as an active and productive pastime. Fresh out of school, students have to develop a habit to improve acquired knowledge, to make their lives more intense and interesting. Generally, American Corner, located in the university library, provides many opportunities for the development of the library itself: book collections are being replenished, materials and technical base are being strengthened, new user groups are being attracted, the library is becoming more popular and well-known in the local community, there is a positive impact on the development of staff in terms of English language and technical proficiency. The library of the university becomes not only a center of knowledge and information but also a place that helps and promotes lifelong education.

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## **Academic Library Sessions: Experiences and Challenges of Nazarbayev University Library**

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### **Purpose of the Study**

The Reference Department of the Nazarbayev University Library is responsible for the development and delivery of library sessions and workshops. These are offered as part of the educational process and partnership in supporting curricular and research needs as well as to enhance the lifelong learning experience of our library users. The following categories of sessions are provided: library orientation, instruction sessions, information sessions and publishers/partners sessions. These sessions will ultimately become part of the structured information literacy program of the library. The paper seeks to describe, evaluate and assess the library sessions and workshops conducted in 2017. The paper also defines the challenges faced by librarians in conducting the sessions. Another objective is to identify improvements for raising effectiveness in organizing and delivering the library sessions.

### **Methodology**

Data from the 2017 online registration and evaluation will be used for this study. A customized registration form was built using Springshare's LibCal tool to identify the affiliation and background information of the participants. It provides a report on the number of registered participants versus the actual number of those who attend the sessions. A follow-up evaluation form is sent to the registered participants one hour after attending a library session. This form is sent using Springshare's LibCal feature and was created using Qualtrics, an online survey platform. It uses a 5-item scale to measure the delivery and execution of each session from: excellent, very satisfactory, satisfactory, needs improvement, and poor. A 10-item survey questionnaire evaluating several aspects of the session is then answered by the participant.

## Findings

An effective way to invite participants to register for a library session is through a community email announcement. The most attractive topics were those related to literature search, use and creation of multimedia objects, and how to find data. Only 27% of the total number of registered participants showed-up during the sessions. Among all the criteria, the venue and technologies were rated as other than excellent due to the venue being an open space. Most participants agreed that librarian-instructors and presentation materials were of high quality. The majority of attendees intended to practically apply the knowledge received during the sessions.

*Keywords:* user education, library instruction, information literacy, Kazakhstan

## Introduction

The Reference Department of the Nazarbayev University Library is responsible for the development and delivery of library sessions and workshops (NULITS, 2017). These are offered to support the curricular and research needs of our users, as well as to enhance their lifelong learning experience.

In 2016, changes were made in terms of the organization and management of the reference sessions. The sessions were divided into different categories and a coordinator was appointed for each. The coordinator was responsible for the organization, scheduling, monitoring, and reporting on the session. In June 2017, approval of a new policy provided guidance for responsible librarians to facilitate the implementation of high quality library session services. The policy determines the definition and objectives for each category of session, defines responsibilities and guidelines for coordinators and instructors, and describes privacy in terms of personal data. In handling various types of reference sessions, there was a need to monitor the value and content of each session delivered by the subject librarians. To date, the Information Literacy program is yet to be established and there is no single format that each subject librarian follows to deliver any kind of reference / library sessions. The session and workshop policy may be found at this link: [http://nu.kz.libguides.com/ld.php?content\\_id=31256372](http://nu.kz.libguides.com/ld.php?content_id=31256372)

## Objectives

Ideally, library sessions should be delivered in a standardized way. A simple session and workshop policy does not suffice to guide subject librarians. With this gap in mind, the paper seeks to describe, evaluate and assess the library sessions and workshops conducted in 2017, after the initial publication of this new reference policy. The paper also defines the challenges faced by librarians in conducting the

sessions. Lastly, the paper will also identify improvements for raising effectiveness in organizing and delivering the library sessions.

## **Review of Related Literature**

ODLIS (2018) defines a reference librarian as:

A librarian who works in public services, answering questions posed by library patrons at a reference desk, by telephone, or via e-mail. A reference librarian may also be called upon to provide point-of-use instruction on the use of library resources and information technology.

The primary duty of a reference librarian is to answer reference questions and to train users on how to access and retrieve the library collection, sources, and tools (Yusuf, 2011). They should be able to establish a good rapport with their users and effectively communicate the information needed by the user. Librarians have a social responsibility to become role models in helping the community members think and learn (Lankes, 2015).

A reference librarian is expected to provide user education (sometimes referred as bibliographic instruction) programs that will support the lifelong learning experience of a library user (Liu, Lo & Itsumura, 2016). Examples of user education programs are library orientations (Liu, Lo & Itsumura, 2016), one-shot sessions (Cordell, 2013), library instruction (Nevius, Ettien, Link & Sobel, 2018), special or themed library sessions or workshops (Rinto & Cogbill-Seiders, 2015; Manuel, 2003; Giannini, 2013), and publisher sessions / subject-specific online database training (Garg & Turtle, 2003; Donlan, 2017). As a concrete example, the Amelia V. Gallucci-Cirio Library enumerated types of one shot library instruction sessions available in their library. Their sessions may be done on campus, online or at a preferred location (Fitchburg State University, 2018).

### Assessing User Education Programs

Library assessments are important components of library development and quality assurance (Staley, Branch & Hewitt, 2010). In order to improve any library program, there should be a uniform approach to assessment. The librarians at San Jose State University developed an online assessment tool to gauge students' scores before and after library instruction. Questions were reviewed to meet certain standards in conducting information literacy. Their study showed that there is a way to assess students' learning before and after attending a library instruction session. Brage & Svensson (2011), writing about another programme, pointed out that they were able to assess the IL skills of medical students in collaboration with the medical faculty. For example, the students needed to defend how they were able to seek information and how they were able to solve particular problems. They refer to this kind of activity as problem-based learning.

## Challenges of Reference Librarians in Handling Information Literacy

One major factor that hinders the establishment of a good information literacy program is a lack of a collaborative relationship between faculty member and librarian. Teaching faculties have a role to play when it comes to encouraging their students to use libraries and integrate information literacy sessions in their classes (Kavulya, 2003). The lack of coordination between faculty is a struggle when it comes to implement an information literacy program. The academic community should understand the importance of integrating information literacy in the curriculum. University support and faculty-librarian collaboration will help advance the user's information literacy skills. They should be able to develop teaching materials together and create a jointevaluation form (Maitaouthong, T., Tuamsuk, K., & Tachamanee, Y., 2012).

## **Methodology**

Data were gathered through the registration form and survey to assess the information sessions. A customized registration form was built on Springshare's LibCal tool to identify the affiliation and background information of the participants. LibCal is a library-smart calendar tool which acts as an online room reservation system, with a customizable personal scheduler for one-on-one research consultations, and a template-based management tool for maintaining library hours. The library sessions and workshops benefited from the following features:

- Media-rich, informative event pages
- Customized event sign-up forms
- Calendar & event widgets for embedding on web-pages and Libguides
- Automatic publishing and promotion of events on Facebook
- Automatic notification about registration, event reminders for registrants and automatic customised follow-up emails
- Detailed statistics reports on the number of events, registrations, of cancellations, and actual attendees.

The customized registration form gave a report on the number of registered participants versus the actual number of those who attended the sessions. The form also asked whether participants attended other library sessions and how they learned about the workshops.

A follow-up evaluation form was automatically distributed to the registered participants one hour after the end of the library session using LibCal. The form was created using Qualtrics, an online survey platform. It used a 5-item scale to measure the delivery and execution of each session from: excellent,

very satisfactory, satisfactory, needs improvement, and poor. A 10-item survey questionnaire evaluating several aspects of the session was then answered by the participants. Open ended questions were asked to identify how participants hoped to apply knowledge from the session and to obtain suggestions for topics to be developed in the future as well as aspects for improvement. The survey responses could be anonymous.

## Findings and Discussion

Instruction and orientation sessions were designed with the aim to introduce students, faculty and staff to the collection, facilities, organization, and services of the library, provide support to the effective and efficient use and evaluation of library information resources, and to develop a relationship between the library and academic departments on campus.

Orientation sessions reach new students as well as new faculty and staff in introducing key services, overview of the resources and demonstration of how to find materials. In the beginning of the fall semester, subject librarians schedule orientation sessions with the school managers. This included library tours and presentations which could be held in the library or on campus.

The instruction sessions were organized and delivered by subject librarians who were assigned to each school. They talk about library resources and are course-integrated or course-related subject focused. One-shot class sessions were designed in collaboration or by request by faculty teaching research classes. The session may include introduction to citation tools and library resources, developing advanced skills for locating, evaluating and information retrieval, and use of specific subject databases. These sessions were planned as part of the Information Literacy program.

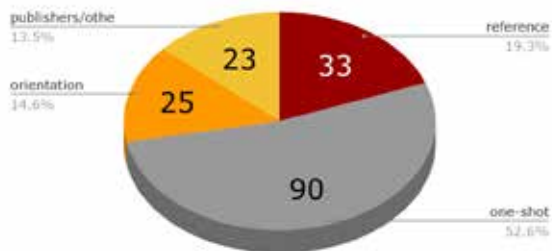
- Information (drop-in) sessions were offered to promote and provide foundation for lifelong learning, advancing competency skills necessary for coursework, research, career, education, and personal information needs. The programs ranged from half-an-hour information sessions or one-hour hands-on workshops and are aligned with the academic calendar. Some sessions on the same topics were offered across the semester and year. Although applied separately, the topics were recurrent, aiming to develop skills and acquire competencies included in IL standards. They included the following: Data management (understanding data, DMP, search and citing data, visualization)
- Open Access issues and scholarly communication
- Information security and privacy
- Multimedia: video, images, maps, and visualizations

- Research networking and collaboration
- Financial literacy
- GIS
- Literature review tools
- Patent search
- Research and postgraduate strategies
- E-mail communication
- Reading news and media

The reference librarians are involved in building better relations with publishers, information providers and partners whose representatives visit the university and facilitate meetings and trainings with librarians, decision makers, professors, and students. The publishers feature their tools or new products, services for instructors, guidelines in scholarly communication and help authors understand the peer-review process, if they intend to publish. The librarian in-charge of collaboration with the Department of E-resources Management constantly update each other to provide an online webinar offered by the publisher.

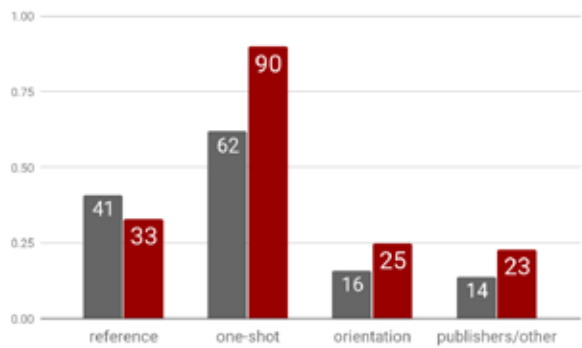
Schedule of sessions are available online and everyone can reserve their slot prior to the start of the workshop. Apart from the online calendar found on the library webpage, print posters were placed around the campus and inside the library to make sure everyone knew about the upcoming sessions. E-mail announcements were also sent to all the Nazarbayev University community for which the email marketing tool Mailerlite was used. This tool allows the creation of stylish emails.

There was a total of 171 library sessions in 2017. The breakdown is as follows: 90 (52.6%) one-shot, 33 (19.9%) reference, 25 (15.1%) orientation, and 23 (13.7%) publisher and others.



**Figure 1:** The number of sessions by categories

The chart below shows the number of sessions in 2016–2017

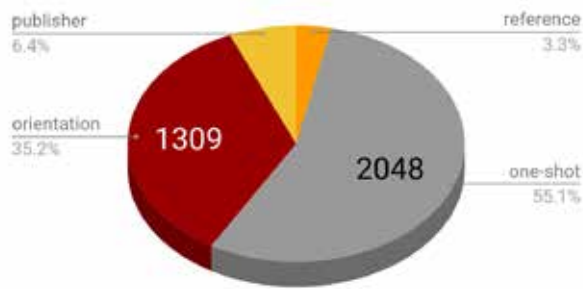


**Figure 2:** The number of sessions by categories in 2016–2017

Overall, the number of delivered sessions in each category rose, while reference trainings slightly decreased from 41 to 33. The one-shot sessions were especially high in 2017, increasing from 62 to 90. The factor that lead to the increase of attendees was the variety of topics and workshops provided by the subject librarians.

New undergraduate and masters programs helped in the rise of orientation sessions: 16 and 25 in 2016 and 2017, respectively.

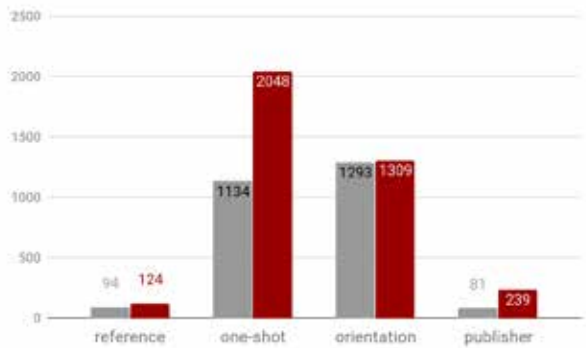
In 2017, the library drew a total attendance of 3,689. One-shot sessions reached 2,048 students and faculty, information sessions attracted 120 people (3.4%), orientation sessions were mandatory for 1,309 (35.4%) students, 239 (6.5%) attended publisher and other sessions.



**Figure 3:** The number of sessions' attendees

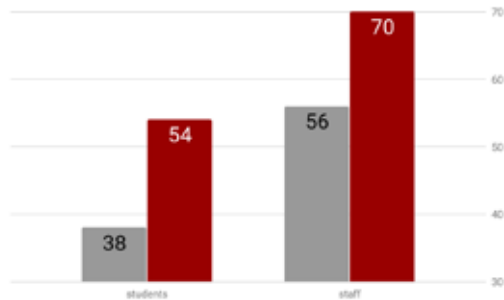


The graph below illustrates an increase of attendees over 2016–2017.



**Figure 4:** The number of attendees

The number of students who attended information sessions in 2016 was 38 (40.4%) increasing to 54 (40%) in 2017, the participation of NU staff in 2016 was 56 (59.6%) and 70 (56.4%) in 2017.



**Figure 5:** The number of information sessions attendees by categories

The study showed that an effective way to disseminate information is by sending a community email announcement. Sixty-eight respondents learned about information sessions and workshops from e-mails, twenty-four from the library website, eight from a friend or colleague, one each from posters, Facebook account of the library, orientation session and Moodle account. One respondent stated that information dissemination about workshops should be improved within the library to facilitate navigation and increase awareness about past and future training sessions. The registration results demonstrate that the most attractive topics were those related to literature search, use and creation of multimedia objects, and how to find data.

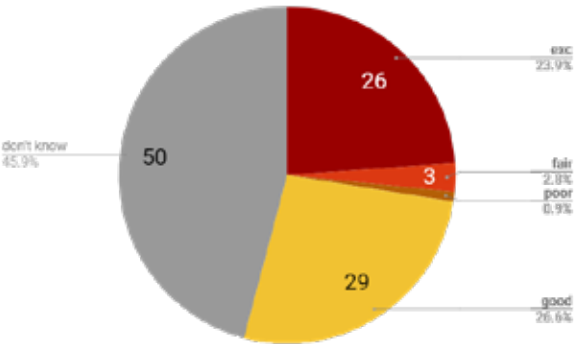
While there are more than 70 planned sessions, only 33 were actually delivered due to a low number of registered attendees. Out of the 335 registered attendees only 124 showed up.

One hour after attending the session, the participants were asked to rate the quality of the session. This evaluation survey noted the weaknesses and strengths in the organization and delivery of information sessions.

When asked about the venue, 60% said it was excellent, 28% said it was average, and 8% said it was below average. It was suggested that the venue needs “a better ventilation system” and a separate room should be reserved for training. One respondent recommended that “we just need a better venue to encourage more attendees,” and another reported that the “library has no quiet area to do such kind of meetings, which is sad”. About a quarter of the respondents suggested that the library should have enough laptop charging power sockets and that there should be a way to project the presentation of the instructor.

A lot of the participants are happy with the instructors’ presentation. 84.6% said that they will practically apply the knowledge they gained in the workshops. Some of them noted that they can use it during their research, assignments and even at their work.

Patron feedback is a very important aspect in library development and we made sure that we carried out an annual library survey about library space, services, resources and technologies used. In 2017, 109 responses (69.4%) were collected related to library sessions. The majority of the participants (45.9%) were undecided as to how they would evaluate the library sessions. More than a quarter (26%) rated the service as excellent, almost a third said they were good. Only four had a bad experience and evaluated the sessions as fair and poor – 2.8% and 0.9%, respectively.



**Figure 6:** The rating of the library sessions

The librarians had several challenges in handling the library sessions. One of them is the fact that there is a low turnout of interested students. Only a few of them register and not all of those who registered show-up. Just 27% of those who register attend the actual session.

The absence of a real training room is also a dilemma. Although there are computer labs and special rooms that can be booked in the schools' buildings, the decision was to provide workshops in the library to separate them from the other class-related sessions. Furthermore, the library wanted to conduct the session inside the library for branding reasons.

In some cases, workshops had a mixed groups of students and staff with different academic levels and it becomes difficult to address all of their concerns. The information needs assessment of the community should also be taken into consideration.

Since the NU Library is not the solo department in NU which provides workshops for the purpose of continuing education, it keeps on competing with other NU departments like the NU Career and Advising Center, NURIS, and Academic Writing Centre.

In order to improve the library sessions, here are some suggestions from the library patrons:

- Improve the venue to have a better learning experience;
- Better time management to make sure the time rendered by the instructor can be used very wisely
- There should be enough working space equipped with the best facilities
- All library personnel should be aware of the activities of the library
- Think of more interesting topics to be discussed
- Collaboration between a faculty and a librarian to offer more subject-specific workshops.

## Conclusion

In conclusion, library sessions, workshops and information literacy programs are very helpful in the personal growth of a student's life. Eventually, it will also affect their professional life when they are ready to produce cutting-edge research outputs. User education programs attest that the role of reference librarians is very important in nurturing the information-seeking and evaluation skills of the students and even faculty members who were not yet fully acquainted with information literacy. With a variety of library sessions offered, the reference librarians continue to prepare the students to become information literate. Users'

satisfaction with the sessions is high, although its value cannot be seen by the large number of attendees. Following the suggestions from the patrons, the reference librarians shall listen to their needs and will try to keep-up with the recent developments in their specific subject areas. This was the first time NU library sessions were evaluated and assessed and we are hoping to have a better impact in the future.

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## **Challenges of International Librarians: Knowledge Sharing from Filipino Librarians Working Across Asia**

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### **Purpose of the Study**

The Association of College and Research Libraries (ACRL) Student Learning and Information Literacy Committee (SLILC) recently published a white paper on Global Perspectives on Information Literacy: Fostering a Dialogue for International Understanding with a chapter focused on Asia and Oceania. In that chapter Dorner (2017) has argued that some teaching tools developed by Western countries may not be appropriate for Asian countries. In particular he noted that Sri Lankan and Vietnamese academic librarians have a lower status compared to academic staff and that this kind of perception may lead to an unsuccessful working relationship that would in turn hinder student learning since Information Literacy (IL) involves working closely with faculty, teachers or tutors. Librarians have always struggled to be recognized as part of the team to hone student academic performance. This paper will provide information literacy strategies and partnerships involving Filipino librarians working across Asia. As Filipino educators with their own cultural backgrounds and limitations, how can they best fit in their international working environment? How do they initiate collaboration with the faculty members and teachers? What were the cultural challenges and factors before and during the implementation of an IL program and how were they able to cope with it? What IL standards or models are they following to make their IL programs effective? How supportive is the administration in their programs? These are just some of the questions that the paper will try to answer in the three Asian countries described below.

### **Methodology**

This paper will provide case studies from three different Asian institutions representing South East Asia, East Asia, and Central Asia where Filipino librarians are employed. They will narrate their own experiences and challenges in creating information literacy

programs involving faculty collaborations and their best practices of teaching IL with foreign students. International Filipino librarians will share their stories on how they were able to champion their own IL programs overseas.

## **Findings**

In general, Filipinos are believed to be courageous, adaptive and resilient in any kind of difficult situation. Filipino librarians also have these traits. Added to that is they can easily cultivate a sense of cultural awareness from any kind of environment. Filipinos can do any job with the help of proper training imbued with professional competencies. As an overseas employee, Filipinos are known to be visionary, flexible, patient and in possession of good interpersonal skills (Roberto, 2015). These traits are necessary for a Filipino librarian to work with locals and expatriates to fulfill their responsibility of sharing practical knowledge in the field of LIS.

## **Practical Applications**

This paper will serve as a guide on how to start an IL program in a mixed cultural environment where collaboration is an essential factor to build a good program.

## **Statement of Originality**

This is an attempt to collect, narrate and share the experiences of Filipino librarians working abroad and how they were able to convince and gain the trust of their fellow colleagues by instituting information literacy programs.

*Keywords:* Filipino librarian, expatriate, information literacy

## **Introduction**

Overseas Filipino Workers (OFW) contribute to the national economy of the Philippines. As early as 1900s, Filipinos started working abroad to achieve a better life and experience professional growth (Yu, 2015). The number of migrant workers from the Philippines has grown over time and has expanded all over the world. The 2016 statistical report of the Philippine Overseas Employment Administration (POEA), informs the reader of more than 2 million OFWs around the world (POEA, 2016a). Librarians are no exemption to this trend. They are widely spread and can be traced from small islands in the Pacific to the gulf nations of the Middle East and the North American nations, the United States and Canada. This paper will not tackle how Filipino librarians were able to get librarian positions abroad, but on how they were able to successfully implement programs such as Information Literacy (IL). The paper will discuss the experiences of a non-native librarians working in a multi-culturally diverse environment.

## **Objectives and Statement of the Problem**

This paper will try to answer the following questions on how Filipino librarians work as expatriates. On a micro-level, it will narrate how the individual experience of librarians affects their work in implementing an information literacy program. How can Filipino educators with their own particular cultural background and set of limitations best fit in the international working environment? How do they initiate collaboration with the faculty members and teachers to introduce an IL program? What were the cultural challenges and factors before and during the implementation of an IL program and how were they able to cope with it? What IL standards or models are they following to make their IL programs effective? How supportive are the administration in their programs? Finally, the librarians will share their IL teaching strategies.

## **Review of Related Literature**

### Starting a Career Abroad

Finding a career in your own country may be difficult for some, but doing so in a foreign land is even more difficult. Filipino expatriates, including librarians, decide to take an opportunity to go out of the country to move forward with their careers, look for greener pastures and build a name for themselves (Presbitero & Quita, 2017). Although economic reasons are important reasons for migrating abroad, the other motivation in choosing a career overseas would be finding your global path since there are many more options abroad. Nititham (2011) defines migration as a sense of agency where there is a sense of adventure and is all tied up to having more opportunities and options abroad rather than staying in the country. This may be true for Filipino librarians working abroad as there are a lot of opportunities for them to work. Joining an international workforce requires enough courage and determination especially when working within a multi-culturally diverse environment. Technical competencies and professional skills are also a must criteria when you are trying to apply for any job abroad since there is a great deal of competition.

The 2010 data from POEA shows 16 librarians, archivists and curators working abroad while the 2009 data records 24 of them were deployed overseas (POEA, 2016b). With this number of Filipino librarians working abroad, we can say that they are equipped to join an international work force since they have enough knowledge needed to fulfill what is required from them to do the advertised job.

### Faculty – Librarian Collaboration

Fast forward to the time when the librarian is already deployed in his or her worksite. The librarian now needs to establish a good working relationship with the school/academic community. A school or academic librarian deals not only



with their students, but also with their teachers and faculty members. A successful Information Literacy program will only be achieved if there is a good rapport between faculties and librarians. At the onset of any program, collaboration is an essential practice in order to determine the content based on identifying the desired learning objectives and curriculum mapping (Mindi & Linda, 2016). This collaboration turns-out to be a good practice since there is a shared commitment between the faculty and librarian and it happens to improve student success in working with any research project or assignment. A librarian and faculty member should really work closely together to achieve the same goal of developing the IL skills of the students (Keyes & Barbier, 2013). Simons (2017) added that faculty-librarian collaboration is an opportunity to encourage strong relationships to support the research and instruction sessions for the students.

Librarians are not spared from being less appreciated in their professional work. In some Asian countries, poor recognition of librarians as being part of the academic team may also hinder the success of any institutionalized IL program. Dorner (2017) mentioned Sri Lanka and Vietnam as examples to demonstrate that librarians have lower status level compared to academic staff in these two countries.

Bombaro (2018) identified several challenges in integrating IL sessions for classes. One example would be strong faculty-librarian collaboration and that faculty members may be not aware of such available programs. Reaching out to the teachers and faculty is a good strategy in building a positive relationship.

## **Methodology**

This paper will provide three case studies from three different Asian institutions representing South East Asia, East Asia, and Central Asia where Filipino librarians are employed. They will share their own experiences through a narrative inquiry. Furthermore, they will also discuss challenges in creating information literacy programs involving faculty collaboration and their best practices of teaching IL with foreign students. International Filipino librarians will share their stories on how they were able to champion their own IL programs overseas.

## **Status of Information Literacy in China**

### Information Literacy at Teda International School

The mission of TEDA International School is to develop global citizens within its culturally diverse community. In order to live up to its mission, students work on the Expected School-Wide Learning Results (ESLRs) which are heavily embedded across the curriculum and at all grade levels.

The TIS Library, with its different programs, supports the mission and philosophy of the school. Its main objectives are to provide for the information and literacy needs of the whole TIS community and in support of the curriculum; to create a safe and positive learning environment conducive for reading, research, and studying; and to develop users into effective and efficient users of information.

At this point, the librarian is revising the library curriculum to include both digital and information literacy skills for the Primary Department (Kindergarten to Grade 5). Primary students have a fixed library schedule in which they come to the library once a week. Their activities include borrowing books, literature appreciation, and digital and information literacy sessions.

No program currently exists for teaching information literacy skills in the Secondary Department (Grade 6 to 12). The Librarian communicated the need for an information literacy program with the English Language Teachers. It is rather vital to have open conversations as they bring in new ideas, plans, concerns, and actions that will help improve the school community (Quazzaire, 2018). Thus, the Librarian approached the Head of English Department to discuss the need for developing an information literacy program for the Secondary Department starting from the last term of the current school year up to school year 2018–2019.

How do we initiate collaboration with the teachers? How do teachers treat librarians as part of the team?

The Librarian has faculty status at TEDA International School and enjoys the same benefits as other expatriate teachers. The librarian is also given an opportunity to be part of a committee that addresses a particular program at the school. Currently, the librarian is a member of three committees namely the Technology Advisory Committee, the Show Committee, and the Professional Development Committee. Being a member of these committees gives the librarian an opportunity to be more involved in sharing his expertise not just to students but also to teachers and staff.

As a member of the Technology Advisory Committee, the librarian is able to easily suggest new technology programs or databases that will benefit the school community. In November of 2017, the librarian initiated a user trial of EBSCO databases such as Advanced Placement Source, Complete Online Package, Middle Online Package and Flipster. Prior to the start of the trial, an EBSCO expert representative visited the school to provide an orientation on how both faculty and students can take more advantage of these online databases. After more than two months of running the trial, the library received the user statistics report (Table 1).

Database	Database Sessions	Total Searches	Total Full-Text Download	Abstract Requests Download
Complete Online Package	300	647	44	58
Middle Online Package	390	855	114	71
Advanced Placement Source	45	96	11	3
Flipster	261	224	640	0
Total	996	1822	809	132

**Table 1:** EBSCO Databases User Report  
Number of Students in Secondary: 128  
Trial Run Date: November 23, 2017 to January 12, 2018

Prior to the start of the databases trial, almost all students were often using Google.com and/or Baidu.com to search for articles to help them accomplish their research. Though Google provides a plethora of information, this does not mean that students need or want these pieces of information (Halsema, 2017). In many cases academic databases are better sources of reliable published articles. Currently, the Librarian is waiting for approval from the administration for subscription to these databases. The data shown above were presented to the administration to justify this request. The Librarian is hopeful that approval will be granted so that students will have access to far more reliable and credible sources of information.

Challenges and factors before and during the implementation of the IL program

The Librarian is the first ever Filipino employee/faculty as most of the teachers come from the United States, Canada, United Kingdom, Ireland, Australia, South Africa, and New Zealand which are all native English speaking countries. Although one of the official languages of the Philippines is English, Filipinos are not considered English native speakers in China.

Language has never been a challenge in drawing up an information literacy program for the school. The Librarian, having been able to work in an international school in the Philippines, is familiar with drafting and implementing an IL program for international schools. Faculty members tapped to collaborate in its implementation have been very open to suggestions and ideas of the Librarian.

What IL standards or models are they following to make their IL programs effective?

Tools for Real-time Assessment of Information Literacy Skills, also known as TRAILS, is a type of test with multiple-choice questions which targets information

literacy skills based on 3<sup>rd</sup>, 6<sup>th</sup>, 9<sup>th</sup>, and 12<sup>th</sup> grade standards. This is a free online system which was introduced to provide school librarians and teachers with a tool that helps diagnose the strengths and weaknesses of students in the information literacy area.

The Librarian has used TRAILS to gather baseline data. These will be used to aid him draft a pool of unit plans. The first step taken is to administer an initial online examination from two of the general assessments from TRAILS to students of both the Secondary and Primary Departments. This is followed by designing lesson plans that are aligned with the American Association of School Librarians' Standards for the 21st-Century Learner upon which assessments are also based.

There are five information categories covered by the test namely: develop a topic; identify potential sources; develop, use, and revise search strategies; evaluate sources and information; and recognize how to use information responsibly, ethically, and legally. Items covered are being used as an outline for developing the information literacy program of TEDA International School.

#### How supportive is the administration in their programs?

The school administration has been very supportive of the programs and activities being proposed by the Librarian. He is in charge of the entire library and all its existing programs. The leadership team has never declined any book order requests made by the Librarian. They also approved a user trial for EBSCOHost databases.

The TIS Library has an annual budget for the selection and acquisition of print and non-print resources. It has also received an additional technology budget that can be spent for any technology-related procurement or subscriptions. Currently, there are only three computer workstations for student use in the library. To help students access online resources such as Follett Destiny, Tumblebooks, Raz-Kids, Encyclopedia Britannica, Epic!, and Renaissance Accelerated Reader; the Librarian has requested for an additional four computers to be installed. This will also provide them with technology tools and the space they need to find information online.

Moreover, the Secondary Department has also purchased twenty more iPads for the library in addition to the twenty-six that are being loaned out to faculty members for classroom use. This step is taken to meet the high demand for iPads by many of the secondary teachers. Same is true for the Primary Department as they ordered twenty more iPads. Unlike the set up in the Secondary Department, teachers check-out the iPads from the Library at the start of the school year and these are then stationed in classrooms. The tablets are only returned in June for inventory and checkup purposes. These gadgets that the library loans out to both students and faculty members are being used to access digital information. Prior to the beginning of the school year, all students sign an acceptable use policy form which includes instructions on how to treat the devices responsibly and notices of

the need to respect intellectual property rights. The Librarian also conducts library orientation for all students on how to avoid plagiarism and how they can observe academic honesty.

Currently, the IL Program is in-process and under review. Both principals of the Primary and the Secondary Departments will review the information literacy program.

## **Status of Information Literacy in Indonesia**

### Information Literacy at Binus University

BINUS University Library and Knowledge Center acknowledges the importance of acquisition of information literacy skills for students, lecturers and stakeholders. The availability of resources became a challenge for students and lecturers because of the sheer size of the Internet.. Learning how to make use of the information effectively is a major concern not only for the librarians, but also the BINUS Administration.

In 2010, the IL program was already running in the library, however the approach implemented was not as extensive as the management would like. Most of the students were not aware of the availability of the resources or even the online materials that they could access for free in the library. These conclusions were reached on the basis of the data provided by the utilization report generated by the Digilib system. Digilib is an in house application created by BINUS IT to cater the circulation & reference services.

### How do we initiate collaboration with the faculty? How do faculty treat librarians as part of the team?

To ensure that the IL program will be implemented successfully, the BINUS library reference team collaborated with the faculty of the English Department and other centers in BINUS to conceptualize an effective IL Program. It has been recommended to include the IL program as part of the library's Key Performance Indicators. A key performance indicator is a quantifiable measure an organization uses to determine how well it meets the set operational and strategic goals (Lake, 2017). The measurement includes the number of students and lecturers who will undergo the IL program of the library. This is to ensure that the target of seventy-five percent (75%) of all active library users will be able to use information effectively and to maximize the subscribed electronic resources acquired by the library. A sample KPI matrix is attached as an appendix.

The following programs have been conceptualized based on the ideas of both librarians and faculty members.

- a) Library orientation for new students (Kapitas Lecta)
- b) Orientation for new lecturers
- c) Research education
- d) Writing tutorial
- e) Anti-plagiarism campaign
- f) Online reference service

Since the IL program was already part of the KPI, the English Department and the Library concede that all programs must be achieved based on the target score and timeline. The online reference service, research education, and anti-plagiarism campaign were embedded through the BINUS Library website to make it available to all students anytime and anywhere. Students who wish to enroll in a class can sign-up via the Binus Library website for either a tutorial on writing a research paper or how to access the electronic resources. At the end of the year, the library got a score of four for this specific KPI. A total of 75% of the students and lecturers were inducted and underwent the IL program. The maximum score for this specific KPI is 6 if 100% of the students and lecturers underwent IL program.



**Fig. 1.** BINUS Library and Knowledge Center Website <https://library@binus.edu>

## Challenges and factors before and during the implementation of the IL program

### Resources

Students often need information to answer their research questions. Here, the constraints are mostly about access and how to gather and organize this information. Librarians help to overcome these challenges by teaching students how to find scholarly and relevant information not only in Google, but using the electronic resources of the library.

## Plagiarism

Students who access the Internet think that they can make use of any information they acquire from the Internet without proper referencing. The role of the reference team is to educate the students not to cut and paste or rewrite any information they read online without proper acknowledging of the author. An anti-plagiarism campaign was initiated by the President of BINUS together with the business unit and center.

## Language

The presence of a Filipina University Librarian in Binus Library became an opportunity for the medium of instruction of IL to be changed from Bahasa Indonesia to English. According to Cabigon (2018), the Philippines is recognized globally as one of the largest English-speaking nations, with the majority of its population having at least some degree of fluency in the language. English is the primary medium of instruction since the University's vision is to become a world class university by 2020. It was considered a great initiative that the medium of instruction should be written and spoken English.

## What IL standards or models are they following to make their IL programs effective?

The Association of College and Research Libraries (ACRL) standard for information literacy was used by BINUS University to ensure that library customers acquire intellectual abilities, critical thinking and continuous learning.

## How supportive is the administration in their programs?

Binus University, especially the Office of the Vice Rector for Operation and Resources, is very supportive to the library programs and initiatives. All the staff, budget, and materials needed were approved. The IL Program is up for re-evaluation and we are hoping for implementation the next academic year.

## **Status of Information Literacy in Kazakhstan**

### Information Literacy at Nazarbayev University

Information Literacy (IL) programs are quite new in Kazakhstan. The concept may have been known, but the scarcity of information about libraries applying the concept and delivering it in a proper manner makes it difficult to point out who is involved with the actual IL programs in the country.

This developing nation recorded a high literacy rate of more than 99% from ages 15 and above (UNESCO Institute of Statistics, 2018) and tries its best to compete academically in both the regional and international arena. They have a huge advantage compared to other developing nations. For instance, the Nazarbayev University has won several student competitions abroad, such as the International



Genetically Engineered Machine (iGEM) held in the USA and the 19th European Inter-Varsity hosted by Stockholm School of Economics in Riga, Latvia. These achievements appear to be a good indicator in assessing any form of literacy.

King, Dowding & Pflager (2013) explored the information seeking behavior of the university students at Nazarbayev University without the help of the librarian. They tested how familiar students are with the techniques of finding information. During that time, IL was already part of the library’s reference work. In 2015, embedded librarianship was introduced in the library. Collaboration among the departments and schools were implemented (Karjanto, Kairatbekkyzy & Agee, 2015). Information literacy sessions were expanded, including workshops about academic integrity, plagiarism, citations and copyright (Alenzuela, Groen, Kamilova, Terzi & Zvonareva, 2017). In 2017, the Nazarbayev University Library started planning on how to strategize the IL framework to be used in the university. A draft IL program was developed to incorporate the ACRL Framework for Information Literacy for Higher Education. Using the five frames, four learning outcomes were developed after several consultations with the library coordinators from nine schools of the university.

Faculty – Librarian Collaboration

The Reference Department of the NU Library is structured in such a way that subject librarians are available to provide for the needs of the schools when it comes to the collection and resources. Seven subject librarians provide reference service for the nine schools (Table 2). Each subject librarian coordinates with the entire school to provide library orientation, reference and information sessions. Most subject librarians are international hires with a very diverse background (Alenzuela, 2017). In a 2017 report, participation in information sessions had a slight increase of 1.4%.

Librarian	School
Librarian 1	Center for Preparatory Studies
Librarian 2	Graduate School of Public Policy
	Graduate School of Business
Librarian 3	Graduate School of Education
Librarian 4	School of Engineering
	School of Mining and Geosciences
Librarian 5	School of Humanities and Social Sciences
Librarian 6	School of Medicine
Librarian 7	School of Science and Technology

**Table 2.** Subject Librarians per School

### How do we initiate collaboration with the faculty? How do faculty treat librarians as part of the team?

The approach to integrate the Information Literacy programs of all the schools involves coordinating the library committee members from each school. In January 2018, a proposed set of Learning Outcomes was disseminated to all subject librarians in order to seek their comments. The School of Mining and Geosciences could not comment because they had no representative in the said committee. A timeline was set and after gathering all the comments, more refined learning outcomes emerged. The learning outcomes were presented to the University Library Committee which suggested that it be implemented in the schools. There is an on-going review of learning objectives in each set of identified learning outcomes.

Even though this proposal aims to standardize the whole IL program, the Center for Preparatory Studies has been doing a structured IL program for the NU Zero Year of Master's Program (NUZYP). A three-day meeting over the course of three weeks were scheduled to teach IL to the students. The teaching fellows provided insights for every IL module created for the class. Their valuable suggestions made the teaching experience more enticing for the students. The three modules were about academic integrity and plagiarism, evaluation and types of sources and citation and reference management tools. Both the librarian and faculty worked together to make sure everything ran smoothly and that all things to be discussed are in sync with their current classroom discussions. This was a good start for both the library and the school as they think the task of helping students evaluate sources are better left with the librarian.

### Challenges and factors before and during the implementation of an IL program

The university was in existence since 2010, but there was no structured IL program due to the fast transition of work due to replacement or resignation of librarians. Continuity of services and programs suffered and were not properly documented, and the person who replaced them had to start from scratch.

To begin all over again, the librarian needed to be introduced to the community and start collaborating with potential faculty members. The librarian introduced what he can do and started selling his idea. He followed the principle of always grabbing any opportunity to work with faculty on library-related activities. After which, he started telling them about information literacy and its benefits for student success. Once they understood it, they recommended it to other fellow teachers.

With regards to the IL content, faculty recommendations, based from the first run of the NUZYP IL sessions, were straightforward and practical. These recommendations will be very useful in revising the sessions. They were obtained during one-on-one meetings with the faculty course coordinator who reviewed

each slide to make sure of the content. After deciding on the slides, the faculty member will join in the first session and will listen as the librarian conducts the workshop. The faculty member will provide feedback after the end of the session.

It was a good learning experience for both the faculty member and the librarian as they jointly decide what practical information the librarian should deliver during the sessions. It was also a learning experience for the faculty member as they learn new information from the librarian. It must be noted that the librarians need time to develop instructional design, get to learn how to deliver the instruction and create assessment tools and evaluation.

Gaining the school and faculty's trust and building the librarian's own reputation is a challenging yet rewarding effort. (Credo, 2018).

Just like in Binus University Library, the NU Library also follows the KPI method and added IL as an indicator of achievement.

*What IL standards or models are they following to make their IL programs effective?*

The NU Library brainstormed and applied the ACRL Framework for Information Literacy for Higher Education. The library considered the essential elements of IL as being able to identify, find, evaluate, apply, and acknowledge sources of information. These elements are expressed in six frames: authority is constructed and contextual, information creation is a process, information has value, research as inquiry, scholarship as conversation, and searching as strategic exploration. The six frames were integrated into the proposed IL program of the university.

When we provide our IL sessions, we make sure it is as interactive as possible. Our initial step is to gain the attention of the students and we provide a combination of the following: hands-on activity, recorded short quiz, lectures with presentations and samples. We try to fully engage them by asking them to speak and share their actual experiences during class sessions.

*How supportive is the administration in their programs?*

The University Library Committee discussed and approved the IL Learning Outcomes in February 2018. It is composed of faculty representatives from each school, the Vice Provost for Academic Affairs, Library Deputy General Director, Library General Expert, and a Senior Expert from the library that serves as the secretary. NU Library administration is very supportive of the library projects and programs particularly of the Information Literacy program.

## **Conclusions**

Filipino librarians' attitudes toward work are always optimistic. As an overseas employee, Filipinos are known to be visionary, flexible, patient and as having good

interpersonal skills (Roberto, 2015). They can always survive, wherever their fate brings them. In a multi-culturally diverse environment, professionals show respect to each other and it is the same respect that Filipinos are getting. The Filipino attitude of building trust and gaining respect from colleagues makes it easy for them to work with others. They continue to master their craft. Their resourcefulness at work helps them to achieve their targets. These attributes help them to lead projects and perform well in their place of work no matter where they are. The same attributes help them to establish good working relationships and rapport that allows for collaboration with the faculty members in building an information literacy program. The trust given to Filipino librarians leads them to be members of various institutional committees and the chance also to lead IL programs.

Not all international institutions grant faculty status to their librarians, but this should not hinder them teaching and educating the students as this is the reason for their professional existence. Nevertheless, it would provide good motivation if the institution can see their value and give them proper recognition. Although these three libraries were able to develop their IL programs, there are still pending issues that are not present in some libraries. All of their IL programs are still being integrated into the whole academic curriculum. Although there were no indications of discrimination at work, two libraries are still seeking for faculty-status recognition. At this point, we may say that Dorner's observation of a librarian's lower status may be seen as creating less of an opportunity for the librarians to fully perform their duties (that is to maximize their teaching of skills through the integration of IL into the curriculum). In addition, committee memberships are also important for librarians so they can participate in academic issues. Continuous communication with the faculty members will help build a strong partnership between the library and the entire academic community.

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## Appendix

### Key Performance Indicator 2013

Faculty / School / Division / Directorate  
 VR- Library and Knowledge Center  
 David Judha  
 Reference Librarian

No.	Perspective	Goal	KPI	Measure- ment	Weight	Target
1			Conduct- ing Infor- mation literacy program to new lecturers and FOL members	Numbers of par- ticipants in the attendance list	10%	75% of partic- ipants Inducted
2			Stock Inventory	Percent- age of lost subscribed printed journals	10%	No missing printed journals
3	Capability Building & Execution	14. Op- erational Excellence (C4)	Stakehold- er satisfac- tion index	The Result of Internal Customers Satisfac- tion Meas- urement (ICSM)	10%	75% of Internal stake- holder are satisfied with LKC
4			Fulfillment of ISO Standard	Total no of findings (Minor & Major) per semester & best practice	5%	No Minor  No Major Findings

## **Adapting Statistics and Query-Tracking Tools for Reference Services: Nazarbayev University Library Case Study**

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The purpose of this paper is to show how Nazarbayev University Library (NUL), a small-sized academic library located in Central Asia and operating in a non-western, post-Soviet environment uses software tools, specifically Gimlet, Reference Analytics and Query Spy, to gather statistics on reference interactions, both virtual and face-to-face, to drive decision making.

The specific objectives are as follows: to describe how the above mentioned tools adapted to the local environment and needs of the Nazarbayev University Library; and, discuss if and how decision making in NUL can be improved using these tools as well as providing suggestions and recommendations for libraries in Central Asia thinking of adapting these tools to their needs. The authors believe that the topic of this article, specifically adapting technologies in libraries, is closely related to the themes of the conference, especially to trends and tools in academic library services.

The research design of the paper is a case study and qualitative research methods were adopted for the gathering of evidence and analysis of results. The authors narrate the history of gathering statistics for reference transactions in NU. Also, comparison is used to understand the advantages and disadvantages of automated tools with visualization features to the more traditional ways librarians in Central Asia have used to analyze and understand reference interactions.

Important findings of the research include: the use of software automates considerably the gathering of reference statistics, makes calculations easier and quicker, and improves the clarity of the picture librarians and management have about reference interactions.

The obvious limitation of this case study is that it is confined to the experience of only one library which has a very different vision and model of administration from other university libraries in Kazakhstan and Central Asia. As an implication, librarians from other settings should first consider carefully their context before adopting the NUL approach.



Tools for monitoring reference interactions are becoming easier to use and more sophisticated. Awareness of the available alternatives will help Kazakhstan and other libraries in Central Asia minimize the cost of implementation and choose the best solutions for their contexts. The authors believe this work is a stepping stone in that direction.

The researchers consider this paper to be highly original as research on gathering statistics for reference transactions in Kazakhstan and Central Asia is limited. Also, using technology to gauge online user's needs has not been touched upon, especially in the context of Central Asian English language universities.

*Keywords:* reference tracking systems, reference statistics, Central Asia

## **Introduction**

Nazarbayev University Library (NUL), located in Astana Kazakhstan, consists of around 40 staff members. NUL consists of the main building located in Nazarbayev University Campus and a branch in the Medical School building. The service points of the library are: one reference desk, three circulation desks, and four to six offices of the reference librarians. Also library spaces, for example, reading rooms and out of the library locations, are considered service points because "Appointments/Book a librarian" service can take place in classes or the offices of the researchers. NUL has used two reference tracking systems (RTS) as of today, Gimlet (2011–2017) and currently Reference Analytics (2017–2018).

There are six librarians in Reference Service who do the main reference work. There is also a Patron Service with around 13 staff, including medical library librarians. Patron and Reference librarians are the only staff who log in reference transactions, although administration and other staff have accounts, which they use for inspection.

Nazarbayev University offers pre-undergraduate and pre-graduate (Center for Preparatory Studies), undergraduate, graduate and doctoral degrees. There are 4267 registered students as of 2018.

## **Literature Review**

The nature of reference transactions is changing (Stevens, 2013); librarians now gather data not only for reference desk interactions but also for consultations, "online chat, email, texting, and automated question-answering systems."

Various RTS are used for gathering data. Free tools have been used as RTS such as Google Forms. But according to Carlozzi (2016) this tool has limitations in customization and functions. One example he notes is the poor export of date-time data to Excel and other software.

Gimlet, a subscription-based tool, mentioned by Bailey, Swails, & Tipton (2012) has benefits such as: easy categorization of data, exporting options and tags that can highlight issues. Bailey also notes that “the library now has objective data that can be used in decision-making” and this data can improve access to library resources.

Chan & Johns-Masten (2014) comment in their study of Gimlet that it is convenient, helps staff feel productive and can “generate informative statistics representing reference activity that help guide staffing coverage”. One of the criticisms was that “it does not permit extensive analysis” and that there could be “improvement to the reports”.

A reason to implement Reference Analytics according to Dean & Williams (2013) is that it offers greater functionality and customization options which helps to create better reports and datasets for administration and staff for decision making. He also mentions that “exploring ways to gather more descriptive reference statistics can provide valuable insights about user needs and is a good first step when considering new ways to demonstrate library value.”

Flatley & Jensen (2012) expand on the use of the READ scale in Reference Analytics, a feature that NUL hasn’t implemented. They argue that it helps library paraprofessionals recognize when a patron should be referred to reference librarians. The easier questions are answered by paraprofessionals (lower in the READ scale) and the questions of higher difficulty level directed to reference librarians.

Increased email and LibAnswers transactions are interpreted as a sign of the growing comfort of users accessing online information. (Flatley & Jensen, 2012). As a result “librarians are more needed in their offices where LibGuide maintenance is more likely to occur, and where other online transactions can happen without interruption or the time constraints one experiences at the desk (Flatley & Jensen, 2012). Related to this, Uzwyshyn, Smith, Coulter, Stevens, & Hyland (2013) in their article “A Virtual, Globally Dispersed Twenty-First Century Academic Library System” show that the analysis of timing of online transactions can help track the times users are mostly online and probably will seek help.

Carlozzi (2016) summarized the problems with RTS: the software being proprietary or expensive, inconvenient to use, supported for a limited time, not having all the necessary functions. Also: “As Goodsett (2013) observed, “if your staff has to answer a slough[sic] of questions every time someone comes to the reference desk or sends an email, they may be discouraged enough to just skip recording reference data altogether.”. One good example of the potential for discontinued support is the once popular LibStats which is not supported anymore.

One option for tracking online transactions that LibAnswers offers is Query Spy. This tool tracks what the users have typed when searching the FAQ in LibAnswers

system. Query Spy is not a statistical tool, but it does keep statistics on how users interact with the LibAnswers platform. As Shepherd & Korber (2014) note: "The Query Spy is a useful feature to determine how successfully patrons are using the LibAnswers knowledge base". Tay (2013) notes that it can be used in two ways: firstly checking for the inquiries users want to ask but where there is no appropriate question in the database to answer their query, and secondly checking for other spellings (misspelling) or expressions of a question that is in the database but didn't come up in the results, which helps enriching that question with extra keywords, or different phrasing.

## **Research Question**

### Purpose

This paper showcases the experience of a small academic library based in Central Asia and functioning in a non-western, post-Soviet environment, using trending software tools to gather statistics and user's queries to drive decision making. The researchers aim to show how the above mentioned tools were adapted to the local environment and needs of the NUL. They are also interested in if and how decision making in NUL can be improved using statistics and query-tracking tools such as the above. Lastly they provide suggestions and recommendations for Central Asia Libraries in adapting these tools to their needs.

## **Research Methods and Materials**

### Design, Methodology, Approach

The authors adopted a qualitative research approach and used a case study as a research design. Researchers narrate the history of gathering statistics for reference transactions in NUL. Comparison is used to understand the advantages or disadvantages of using automated tools with visualization features in contrast to more traditional tools employed in Central Asian libraries for understanding reference interactions, both physical and virtual.

The researchers used the following methods to gather information: observation was used to draw a picture of the interaction between librarians and the RTS. Semi-structured interviews were employed to learn more about the background of reference statistics and RTS in Kazakhstani libraries. And lastly, data were harvested from the two RTS used in NUL to understand how the two systems compared with each other.

### Limitations

The researchers are limited by a lack of access to all of the reference statistics as those from the start of using the RTS were not available. The other issue is that

the researchers are conducting the case study with the Nazarbayev University only. NUL is not a typical academic library, so this will be an exceptional case. Finally, the authors relied significantly on narratives and observations of personal acquaintances, which provided a limited sample.

### Materials

More specifically the materials used in this research are as follows:

Downloaded raw data from two RTS used in NUL, Gimlet, Reference Analytics, Query Spy, and LibAnswers. Full datasets from all the years NUL has been gathering reference statistics were not available because until recently their preservation wasn't deemed necessary. Instead annual reports with final results were used to supplement the data where that was possible.

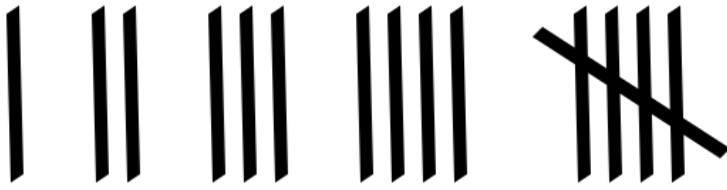
The semi-structured interviews were conducted either through email or face-to-face and transcripts and notes were analyzed.

Notes were kept during observations of librarians interacting with the RTS to understand their perceptions and issues using the system, for example, while logging transactions.

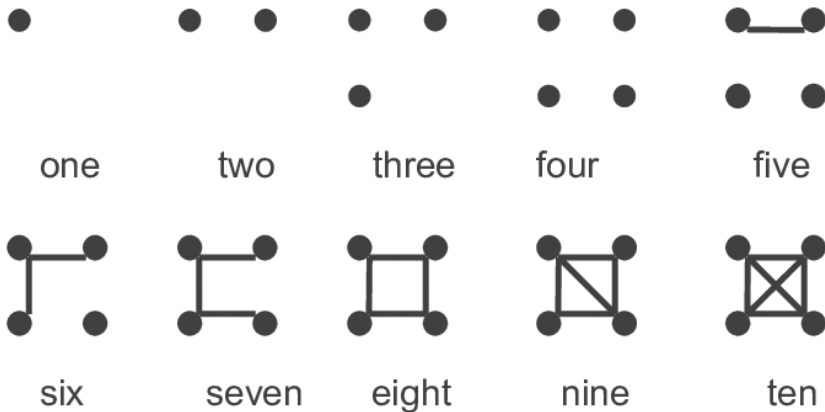
### **Background of Reference Statistics in Kazakhstan**

The general practice to gather statistics in libraries in Kazakhstan is based on pen and paper and tallying. From personal experience and a brief survey of library professionals from our personal contact circle, both in public and academic libraries, the questions asked by users are categorized according to predefined categories, usually directional, technology, research and so on. Each library has a slightly different way of gathering this information. For example, in the National Academic Library of Astana there are two separate locations that such questions are expected, the computer room, where users are instructed how to use the online catalog, if necessary, by librarians in charge, or the Reference/Research room where users go with their research questions to find information on where to find materials, which collection they should consult and so on.

To show the value of the work that librarians provide, they use different ways to measure and demonstrate. Before technology was advanced, collecting statistics was done manually, by filling in dates and types of inquiry. One of the documents that helps librarians keep track was the so called "Дневник Библиотеки" (Diary of the Library) (Маршева, 2005). This document was created within Excel and has separate pages for each department to add statistics. Another situation was observed, that is, librarians were collecting statistics by Tukey Tallying and Slash Tallying.



**Fig.1** Tallying



**Fig. 2** Tukey Tallying

One important thing to note, is the reason for keeping reference statistics in libraries of Kazakhstan is not for decision making but for proving that working time has been spent constructively, that is, helping users. This has been the testimony of all our librarian acquaintances and the experience of the authors; the number of reference questions is already set in the beginning of the (academic or calendar) year as a goal to reach, not as a number to observe and from which further action can be planned. Reference statistics is evidence that the library is necessary for the university.

The procedure of statistics in the libraries of Kazakhstan is usually the following: every month the head of department sends data to the director of the library, and the directors at the end of the year send it to the Республиканская Научно-педагогическая библиотека (Republican Scientific Pedagogical Library) in Almaty. This is the body that collects all the data from the university libraries of Kazakhstan and sends it to the Ministry of Education of Kazakhstan. They don't collect many reference statistics, only two categories can be considered reference: what types of questions are asked (directional, bibliographic and so on) and the numbers of users.

Another observation is that electronic/digital methods to gather reference statistics are either not present or at their first steps in Kazakhstan libraries. There is a lack of literature describing any tools in the region and from our brief survey of local librarians, most of the libraries they worked in use paper tallying. Electronic/digital methods might be used for other statistics like entrance with RFID or by manual input, but not for reference.

In contrast, NUL started using RTS almost from the beginning of its functioning. Firstly Gimlet was the preferred tool, but recently we transitioned to Reference Analytics, part of LibAnswers, a SpringShare product.

### **Background of Reference Statistics in Nazarbayev University**

The reference department at NUL began operations approximately a year after the library opened, in 2011. Previous reference questions were directed to the Patron Services department. With the arrival of the new department, an RTS gathering tool was also implemented, Gimlet.

Gimlet was divided into two locations, the Circulation desk, mainly aimed at Patron Services librarians, and Reference Services librarians. It follows that the information fields were also different as well as the purposes for gathering the statistics. As in other institutions in Kazakhstan the main goal was to prove the library was reaching its goals.

One librarian from each department was responsible for gathering at the end of each half year the statistics and giving the results to upper management to check if the goals had been reached. The same librarian periodically reminded the other librarians to continue log in information, as the librarians often forgot, a common problem noted in the literature as well (Bailey, Swails, & Tipton, 2012).

In order to participate, library staff need to understand the reason for collecting statistics. A policy paper on how to collect statistics and what it all means was created in 2017 so new staff can learn and older staff be reminded. Also there is a responsible librarian who monitors the correct inputting of statistics. In the policy itself we explained the reason: "Why should we keep statistics? Properly tracked and interpreted data should drive decision making" (quote from internal policy)

### Transition to Reference Analytics

The decision to transfer to Reference Analytics from Gimlet was not because Gimlet was found lacking in any way, but because we had already subscribed to other Springshare products and using it would provide a more seamless experience. Also, it can be combined with the other statistics tools that products like LibChat, LibAnswers, and LibCal provide. The product was tried for about three months at the end of which the transition was made.

Training was organized according to the schedules of the staff. This training explained the reason for the change and how to use Reference Analytics with a QA section. From then on, whenever a staff member had questions they were encouraged to share it with the responsible librarian because their questions are important to improve the system. Also, whenever a new staff member or a student assistant is hired, individual training along with creating an account is provided.

Dean & Williams (2013) note that they didn't follow strictly the definition of reference transactions as stated by RUSA but included other transactions as well, and so does the NUL, for example directional questions are included. They also implemented a system of predefined questions that the librarians can choose from, with the addition of "Other". In NUL staff members can choose from a tag list so this feature was skipped.

The fields in Gimlet until 2016 were "Question type" (Direction/Policy, Equipment/Skills, Specific Search, Research/Consultation) and "Asked by" (Faculty, Staff, Student, Visitor, Unknown), and Location information, with the most important, for reporting purposes, Questions type > Research/Consultation. The Question and Answer fields were also present but optional.

Currently the Reference Analytics NUL form is comprised of 10 fields, two of which are optional, (Question and Answer). The rest gather information about time, location, level of user, school, and tags. As Dean & Williams (2013) mention attention should be given not to make changes to the forms that could affect the data gathering and analysis afterwards. This is why NUL introduces changes only during specific months, for example, after the three months' time needed for creating the reports and after six months for semester reports.

## Research Findings

Carlozzi (2016) asks "with what specific reference services did patrons need help? How could staff respond best to those needs? How should we staff reference in response to these data?" In NUL the same questions are posed. An analysis of reference desk data can lead to decisions regarding the way reference help is provided, with more focus on instruction and development of online guides and services. As Carlozzi (2016) notes, saved time can be more productively used for developing information literacy programs and more advanced technology instruction. Based on the data shown below, most of reference transactions in NUL are directional or troubleshooting, which can be handled by Patron Services, an observation Carlozzi (2016) makes as well.

Although we did receive almost  $\frac{1}{4}$  (16,01%) of our total questions at the Reference Desk, most of them are short, directional or equipment questions, as is evident from the metadata: 64% of the queries were resolved in under three

minutes and 71% were directional or troubleshooting with equipment (47% and 24% respectively).

One of NUL's goals is to observe if there is an increase in online reference transactions, as Stevens (2013) has noted, since the number of students is increasing each year. Moreover, NUL's online presence has expanded, which makes it worthwhile to track traffic with RTS.

According to the data, the number of students in 2016 was 3391 and the number of queries received 7542, out of which 852 were online and 958 were received at the reference desk.

In 2017 the number of students increased to 3832 and the number of queries received also increased to  $2198+6126 = 8324$  of which  $565+1521 = 2086$  were online with 1276 received at the reference desk.

Having more statistics and visualization tools to use with Reference Analytics in comparison to Gimlet, a deeper analysis is possible that can aid decision making, which will be helpful for the new building of the library and the expansion of its services. For example it is easy to check how many of these online questions were research/consultation type and how much time it took to answer them: Out of 50 research/consultation questions that were conducted online, 27 lasted from 10–40 minutes.

Tags are useful for analyzing what kind of questions NUL receives. The majority of the questions are tagged as "Other". After downloading the full transactions, it can be checked what the librarian put in the "Internal notes" field to flesh out what the users are asking:



Notes
cooling/heating
maps, digitized maps of kazak
library hours
NUZYP
bloomberg keyboard
library hours
data search
BMC
DOI
earphones don't work
BMC
obhodnoy
printing, refill account
Bloomberg marketing course
IEEE Xplore challenge
IEEE Xplore challenge
mendeley
bloomberg
lit review
Bloomberg
Bloomberg access
maps

Fig. 3 Internal notes

From the example above, library staff and administration can review whether users ask for events in the library, specific materials for their assignments like maps and so on. Librarians can use this input to identify problems with specific databases or equipment, to create new FAQs or to enrich their LibGuides.

Another finding related to day and time statistics is that the second most popular day to ask the FAQ is Sunday, when there are no librarians for chat or F2F, so the usefulness of this service is established. There is a question why Fridays are so popular for asking questions.

Daily Distribution (what are the busiest days for asking questions on the site)

	MON	TUE	WED	THU	FRI	SAT	SUN
Count	40	47	61	61	83	42	64
Percent	12%	12%	15%	13%	21%	11%	16%

Fig. 4 FAQ statistics

## Query Spy

Query Spy provides statistics about the FAQ already available to users and what the users are potentially searching for but cannot find an answer to. These FAQs are created based on questions the reference department receives: common questions, or other necessary information users need to know, for example, new events or a trial database. When the users search the FAQ database and they are matched with an answer, or they click from a list of suggested answers, this can be counted as an online reference interaction. For the last six months that we have used Query Spy the results are: 32 submitted questions found a direct answer and 104 users clicked on an answer from a results list.

From a brief analysis of QuerySpy transactions based on IP address researchers can analyze that users try usually up to two times to find an answer to their question and then give up. There are however some users that try many more times, but these are the minority.

FAQs are updated regularly based on Query Spy: either new FAQs are created based on queries that were not successful, or older ones are edited. For example, many of the queries that were not successful are about databases so FAQs for the most popular have been created.

Another example is the misspellings users make when searching for something, for example, "Ezproxy" is often typed as "exproxy". These misspellings are included as keywords to our already existing FAQs.

## Other statistics that help decision making: LibAnswers & Query Spy

To strengthen the participation of librarians in FAQ creation Montalvo (2016) recommends creating a policy, a step NUL has already taken, as mentioned above.

### **13. Ask-a-Librarian Question forms & email**

13.1. The service is implemented to provide an alternative for face-to-face reference interaction in an online environment and to encourage the users to use the Ask-a-Librarian service in a 24-hour basis.

13.2. Users are encouraged to consult the Frequently Asked Questions for common inquiries or in case the Chat service is offline.

13.3. Question forms and other online materials created by the Librarians are available through the Library's portal, Ask-a-Librarian page (see Appendix 2).

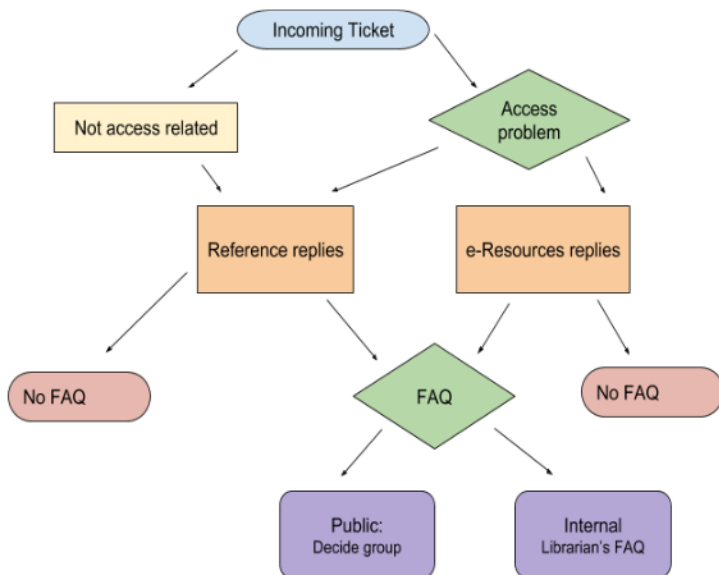
13.4. Questions are answered in no more than a working day's timespan.

13.5. Users are asked to provide comments and observations on the service for evaluating and improving the service.

13.6. Ask-a-Librarian forms that are not related to a reference interaction will be either forwarded to the appropriate Library Department, or ignored/deleted if the content is ethically inappropriate.

**Fig. 5** Quote from reference department policy explaining the reason FAQ is used

NUL has also taken the next step Montalvo (2016) proposes: “[...] priorities should be established for different types of users and questions. It would be helpful to develop a guide for answering different types of questions and addressing user expectations”. Reference has partnered with e-resources to forward questions.



**Fig. 6** Flowchart of cooperation with the E-resources department

More technical questions, for example, access problems that reference librarians cannot answer and which are the responsibility of the E-resources department, can then be sent to other departments to find the solution. The interaction of the user with the library though is seamless. The librarians can then decide, based on the statistics, if a question needs an FAQ, for example it is unique, as mentioned in the policy, or is very frequent. Statistics then helps us to improve reference help.

Should the statistics from Query Spy be counted as reference interactions? Stevens (2013) says certainly yes: “[...] failing to count these interactions as reference transactions ignores the important and effective reference work that has gone on behind the scenes to help patrons find answers to their queries”. Based on a combination of times viewed and what the librarians deem important to highlight, an FAQ widget was placed on the portal of NUL to help students with their most frequent questions.

Query Spy allows librarians to take a peek at what users want to ask but where unsuccessful in finding an answer to. There is no set time the librarian reviews the tool, but it’s recommended that this should be done each week. However, in the case

of NUL the data has been taken into consideration at least twice since the system was implemented, and since the volume was not large, the frequency is considered sufficient. Since January 2018, when the FAQ widget with the five most important questions (judged by librarians), appeared in the library portal front page, the volume of statistics from Query Spy has increased.

### Other considerations

Because the NUL is using other Springshare products for reference work, namely LibAnswers, Libchat and LibCal, the services are integrated in many ways and a useful feature is that all of them keep a separate set of data. So the question arose, which data should we keep in Ref Analytics, since much is already available from the statistics features of these services? The short answer is: whatever they don't provide. For example, the set of data LibCal provides has been deemed enough for NUL needs. On the other hand, LibChat doesn't provide clear duration data so this information is kept in Reference Analytics

### Problems with keeping statistics

Due to language barriers and differences in educational background, but also because paraprofessionals working in NUL are not educated in librarianship, some issues were observed. Firstly, librarians logged in interactions that were not strictly reference, such as checking in and out books. Secondly, there were technical problems such as blocked accounts where the staff member did not realize that they didn't enter a valid password. Some of the librarians didn't report this situation to the responsible librarian, either from negligence or fear that they were doing something wrong. The librarian needs to make sure that everyone participates, test with all staff that they can actually input information, and preferably create all the accounts BEFORE the training. Also they need to be encouraging and always checking in with the staff. Thirdly, staff sometimes forgot to use the system. One solution to this is to stress the importance of bookmarking the link to the RTS in all the browsers they use and on all computers. For example Patron Services change floors and therefore computers during their shifts, and so are reference librarians from their desks to the reference desk.

As Dean & Williams mention, staff understanding of the language of the tools, and staff being consistent with what data they input depends on training, but in the Central Asian setting we believe it also depends on prior education, understanding what reference is, which in turn depends on understanding different librarian models, which is slightly different in Central Asia as we have observed above, on how and why reference statistics are kept.

Lastly, on average it takes the librarian around 14 seconds to log in a transaction to Reference Analytics with the current settings. This is usually because the librarian needs to search through a long list of tags, enter an internal note if the question is unique and doesn't fall under current categories. One of the downsides Carlozzi

(2016) mentions about RTS is exactly this: “They may be inconvenient; for instance, users may need to select multiple options from a drop down menu” (Carlozzi 2016). Also, the first time the librarian logs in a transaction, all the tag fields need to be clicked, but the next ones don’t need too much time since they are already selected from the last transaction. As Dean & Williams (2013) mention “Deciding how much data to collect is the primary challenge” and the goal was to complete a transaction in less than ten seconds. NUL has not reached that benchmark and the READ scale was not implemented exactly for the reason that it might take even longer to complete, especially for non-reference and new librarians.

### Other findings

Dean & Williams (2013) mention that collecting questions other than reference has shown what other work librarians do. But in the case of NUL this has posed the question of what questions should Patron Services and other librarians actually answer, and what is the distinct role of reference librarians if these questions can be answered practically by everyone who works at the library. We need more research on that.

## **Conclusions**

Dean & Williams (2013) mention that data is used for various purposes, for example, considering what new instructional materials to create and which FAQs are trending. NUL already used the data for similar purposes: it has helped improve current FAQs and consider what is lacking in information literacy instruction. Moreover, NUL is taking into consideration this data for future decisions about staffing the reference desk and training of Patron Services librarians and student assistants.

As Stevens (2013) notes, there is a need for lessening the repetitive nature of reference work (that is., constantly repeating answers to frequently asked questions), freeing up librarians to answer more complex queries or to perform other tasks that are more aligned with their expertise.” Reference analytics can help librarians identify the most common questions which can then be automated and populate the LibAnswers knowledge base. Another suggestion is to allocate the time of Reference librarians to other tasks and improving their professional competence.

## **Suggestions and Recommendations**

The researchers would recommend recruiting a statistician to help with questions such as for how much time should the library collect data before reaching a decision. (Dean & Williams, 2013). Although NUL hasn’t done this yet, as the library and our user base expands, this would be useful for the future. Another related recommendation would be to preserve the full dataset, after it has been anonymized, because future researchers in the library might need it.

The authors also recommend keeping track of events, changes or other issues (for example with a calendar) that can impact received queries, as it is a useful practice to understand how these might affect reference statistics (Dean & Williams, 2013).

An important point to make is that reference statistics help libraries understand in which location(s) reference questions are firstly received, which might not be reference service but Patron or other services. According to Scales, Turner-Rahman, & Hao (2015) training the librarians who first receive reference queries to refer users to reference librarians is good practice. Related to this is Montalvo's (2016) recommendation to implement Virtual Reference services software, even for libraries that don't have a separate reference department, which can be applied to many Central Asian libraries "because most library assistants, other staff, and even student assistants offer reference services in one way or another, all of them should become acquainted with the knowledge base". With the implementation of READ scale, such a change can be well documented and later analyzed, to decide if it works for the library, as Flatley and Jensen (2012) note.

Moreover, the data, summarized and analyzed into reports, can be used to liaise with other departments in the university. As Dean & Williams (2013) mention in their article, they used the technical questions data to ask for greater support from the IT department. For example, in NUL assistance with printer troubleshooting and out-of-campus-access to e-resources can be solicited from the IT department, as these queries are common.

Stevens (2013) calls for more weight given to class instruction: "each student in the class is likely to learn more than they would in what is usually a far briefer reference transaction. Librarians [...] can teach the whole class once rather than spending hours repeating themselves to each student individually." The model of the instruction librarian instead of reference duties is an entirely new thing to Central Asian librarians.

As an alternative, Stevens (2013) elaborates on reference desk service that employs trained student assistants while a reference librarian is always available at their offices, a system developed when the operating hours available shrunk and the desk's title was changed to "Research Help Desk" in an attempt to use user-friendly language. The authors believe this would be an effective alternative for Central Asian libraries to introduce, if they desire a reference desk but do not wish to spend the valuable time of a professional librarian.

Regarding broader decision making, Dean & Williams (2013) call for greater statistics and database training for librarians who manage these systems. The authors would like to add that these skills will be useful for all reference librarians as data use has increased and is needed for answering questions or providing instruction.

Lastly, as the authors have observed, in Central Asia there is no official body that gathers reference statistics for analysis similar to how it is done in American libraries. Maybe this is one of the reasons reference service and data are so scarce. We recommend the creation of a body that would track this data to identify trends and drive change.

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## **Preservation and Strengthening of the Health of the Librarian in Modern Conditions**

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A combination of features of library labor: the need to quickly and clearly think, analyze and make decisions; communicate with different people, manage an excess of textual information; as well as the instability of the pace and rhythm of work, and the high degree of physical activity poses a number of threats to work and health. The use of modern equipment leads not only to a change in the functional duties of workers, but also to the emergence of sources of danger. And as a result of constant communication with users demonstrating the whole spectrum of psych-emotional states – the threat of stress. New forms of activity affect the psychology and consciousness of people ultimately, changing them. The main goal of labor protection of a librarian is to save the life and health of the librarian in the process of his professional activity.

The purpose of this article is to describe the factors impacting on the working environment and health of librarians as well as normative documents that aim to protect librarians. The article presents the results of the study on the basis of an analysis of the negative factors of the working environment, the author's own experience, and the study of literature on the factors that cause occupational diseases and discomfort among library workers. Methods of preventing stress and occupational diseases among librarians are also suggested.

### **Development / Methodology / Approach**

The state of health of the library staff was analyzed based on a survey questionnaire.

### **The received data**

Based on the experience of libraries in the field of occupational safety, it can be argued that, no matter how well work activities are organized to ensure the safety of production and work, the real level of safety can be assessed only taking into account the opinions of people directly working in production. These are the people in daily contact with hazards, and who notice gaps and "weak spots" in maintaining, a safe work environment.

### **Limitations / consequences of research**

Studies have shown that it is necessary to develop recommendations aimed at preventing occupational diseases of the librarian, strengthening librarians' ability



to resist such diseases, creating a healthy lifestyle, as well as optimizing work processes in the library in order to avoid overstretching and emotional stress of employees.

## **Originality / value**

There has been little scientific study of the professional health of a modern librarian.

*Keywords:* labor protection, librarian health, librarian, safe work, safety protection, work place, ergonomics

## **Introduction**

A librarian is a keeper of books. He understands how they are classified, their bibliographic description, the rules for the compilation of bibliographic indexes and the rules for setting up the stock. He knows that over time books become dilapidated, worn out, and he knows how to repair them. He is taking care for every book from the library's stock. The librarian is well versed in modern information technologies: computers, copiers, scanners, printers, modems, and so on. The librarian should have great creative potential, a broad professional horizon, he must have the skills of scientific research and a high cultural level. As new technologies conquer the library space, so librarians have to constantly retrain, improve their skills, and master unknown approaches and techniques. However, few librarians think of the need for health to meet all these requirements of their modern working life. But health is the most important state of man, the basis of his life, material well-being, work activity, creative success and longevity. Human health is a "visiting card" of the country, reflects the level of its life and sanitary well-being, directly affects the productivity of labor, the economy, defense capacity, the moral climate in society, and the mood of people. Today, libraries have sufficient information resources to promote healthy lifestyles and correctly use them. The provision of a healthy lifestyle is possible only if a person wants to be healthy. And the problem of forming a healthy lifestyle, especially for young people, is one of the most urgent demands placed on library services. It has become fashionable and prestigious to be healthy. The work of the library in this direction includes activities that actively promote a healthy lifestyle, promote the organization of leisure for young people, attract to reading, and acquaint them with interesting people and their hobbies. (Solodilova, n.d.).

Librarians actively conduct activities that promote a healthy lifestyle and at the same time do not think about their professional health and the impact of harmful working conditions on their health. I became interested in the topic of labor protection and health of the librarian several years ago when we created the "Health Library" project and applied for an IFLA competition in 2014, which we did not win. But my interest in the topic remained. Many books, journal articles, monographs,

normative legal acts have been examined and many conclusions have been made. L. E. Savich defines the concept of “professional health” as a system that can be described by its integral characteristics through a set of parameters that include not only the body’s ability to preserve and activate compensatory, protective, and regulatory mechanisms that ensure the efficiency, effectiveness and development of the personality in any conditions of professional activity, but, first of all, the level of well-being in the spiritual, psychological sphere, on which depends the mood needed for effective work. (Savich, 2011). Every day the health and life of a librarian is potentially endangered: paper, atmospheric dust, evaporation of printing ink, book glue, all this can cause specific diseases in librarians. Certain diseases cause diseases of the library stock itself, arising over time and caused by specific bacteria, insects, molds, and so on (Tereshin, 2005). Since I work as a cataloguer, it is probably best to discuss the effect of harmful working conditions on the health of the cataloguer. Many people believe that the health of cataloguers does not affect the professional environment. But the work of people in this sphere is fraught with dangers. These include: damage from copying equipment; a large concentration of airborne dust, and frequent inconsistencies in the conditions of temperature, light and humidity. Cataloguers also inhale much dust, saturated with spores, which also affects health. The work of cataloguers is sedentary. Deficiency of motor activity leads to diseases of joints (osteochondrosis). As the answers to the survey showed, between workers of our library, 30% believe that the computer does not have any harmful effect on health. Let me disagree with them. The main dangerous and harmful production factors affecting a person when working with a personal computer are:

- increased level of electromagnetic radiation,
- increased level of ionizing radiation,
- increased level of static electricity,
- increased intensity of the electrostatic field,
- increased or decreased ionization of the air,
- increased brightness of light,
- direct and reflected glitter,
- increased value of voltage in the electrical circuit, the closure of which can occur through the human body,
- static overloads of the musculoskeletal system and dynamic local overload of the muscles of the hands,
- overstrain of the eyes,
- mental strain,
- emotional overload,
- job monotony.

According to the Sanitary Rules and Norms (SanPiN), the area per workstation for users of PCs and VTs using a cathode-ray tube (hereinafter – CRT) as the output device is at least 6 square meters (hereinafter – m<sup>2</sup>) in a single arrangement, with a central and perimeter location – 4 m<sup>2</sup> when using VT on the basis of flat discrete screens (liquid crystal, plasma) at any location – 4 m<sup>2</sup>. (“Sanitary and epidemiological requirements to working conditions with sources of physical factors (computers and video terminals) that affect human beings”, 2015). Work with personal computers refers to visually intense work. This means that first of all when working with a computer our eyes suffer. It is important to understand that the harmful effect on the eyes is not manifested in the presence of any radiation, but only in the need for constant eye strain when reading information from the screen. In order to prevent negative impacts, it is necessary to observe a certain mode of work and rest. The duration of direct work with VT and PC, PCs and laptops, according to SanPiN, is recommended to be no more than two hours. During the period of work, preventive measures should be carried out: eye exercises every 20–25 minutes and after 45 minutes of working hours, a workout is held. . Before starting to work, *windows should be opened to let fresh air in*. Visual fatigue is also greatly influenced by the level of illumination of the workplace. This is especially noticeable when it is necessary to work simultaneously with electronic and paper documents. According to SanPiN, the level of illumination of the workplace when working at a computer should be 300–500 lux. In this case, the monitor and the light sources should be positioned in such a way as not to create glare on the screen surface.

The main reasons for the deterioration of working capacity when working at a computer are:

- 1) Prolonged hypodynamia. Bent elbows, knees, neck and hands together with an unsupported loin and neck lead to disruption of the circulatory cycle, muscle tension and, consequently, slowly but surely, lead to the development of chronic diseases. The most common of these are osteochondrosis of the spine, carpal tunnel syndrome, and rheumatic diseases.
- 2) Discomfort in the eye area, burning, blurring vision, headache, pain when moving the eyes.
- 3) Long repeating monotonous movements. It is harmful not only because of the fatigue of the muscle groups that these movements create, but also the psychological fixation on them (the formation of stable centers of CNS excitation with compensatory inhibition of other centers).
- 4) Light, electromagnetic and other radiation (mainly from the monitor).
- 5) Long stays in a closed or stuffy room.

The next danger that awaits us in the workplace is the static posture when working at the computer.

Static tense posture with prolonged work on the computer can lead to inflammation of the muscles, ligaments and tendons of the back and legs, diseases of the spine and joints (osteochondrosis, tendonitis, among others). The constant tension of the hands lead to injuries of the wrist and tendons, the so-called "mouse bite" (carpal tunnel syndrome), the cause of which are small, monotonous movements of the hand when you press the "mouse" keys, leading to internal microtrauma. Musculoskeletal diseases, which affect more than 40% of all workers, are the result of poor ergonomic conditions.

These diseases are caused by the so-called traumas of repeated loads and represent gradually accumulating ailments caused by prolonged repetitive effects and flowing into diseases of nerves, muscles and tendons. The influence of this harmful factor is reduced with the correct organization of the workplace – optimally matched furniture and the correct placement of computer elements. The approach to the optimal organization of the workplace is quite individual. But do not forget that the problem of repeated load injuries is actually very serious, and in industrialized countries such diseases account for more than half of the total number of occupational diseases.

Workplace of the cataloguer. How should it set up? Consider in more detail the organization of the workplace of the cataloguer using a computer. The work of the cataloger involves large visual loads in combination with small motor activity, monotony of the operations performed, and a forced working posture. These factors negatively affect the well-being of the worker. The ideal workplace is a workplace that meets certain ergonomic and technical requirements, ensures maximum comfort of working conditions at the computer, and helps to maintain efficiency and well-being during the day (Razmeshchenie rabochikhmest, 2018) More and more often in our life we hear the words "ergonomics". What is ergonomics and what is it for in a modern library? Here we need to discuss a little about the ergonomics of the workplace. Ergonomics is a science that studies the problems that arise in the "man-technology-environment", with the purpose of optimizing the labor activity of a person, creating comfortable and safe working conditions for him, increasing his productivity, maintaining health and working capacity. Ergonomics studies the interaction of man and technology not only in the sphere of production, but also in the spheres of leisure and everyday life. One of the main directions of ergonomics is associated with a change in the mentality of engineers and designers, who are called upon to focus not on their own ideas about the physical and mental characteristics of a person, but on the exact knowledge of how a person sees, hears, thinks how far he can reach out, how much he can bend, how will a certain level of vibration affect his visual perception, and emotional reactions. (Shulga, 2004).

A correctly organized employee's workplace (in terms of ergonomics) affects an increase in labor productivity throughout the whole working day by an average of 15–25%. Continued sedentary work is harmful to man in principle: you stoop or move forward, and your spine deforms, injuring the disks; you lift your shoulders and bend your arms, keeping them in suspense – and of course, they begin to ache. To relieve the load from the muscles of the shoulder girdle, there is a stand that lifts the monitor above the table surface or a special desk mount. Specialists in the field of ergonomics believe that for most people, a comfortable workplace is one that can be adapted for at least two positions, while the position of the chair, display, keyboard, and mouse must match the work performed. For an ideal workplace you need:

- a monitor that meets international requirements for its visual characteristics, with adjustable brightness and contrast and with a special stand – for installing the monitor screen at the desired angle of inclination;
- protective filter – for monitors not certificated as producing of low radiation;
- adjustable table for the computer, allowing to change the height of the keyboard;
- keyboard;
- adjustable armchair;
- footrest – if the design of the table and chairs does not allow you to adjust them in height;
- a sufficiently long cable for the keyboard to place it in a convenient position;
- the document holder. If you often have to look at documents while working, you can set the stand with the document original vertically in the same plane with the screen and at the same height. Eye-to-side operation is preferable to the top down from the screen to the horizontal copy, and then back to the screen. If you need to look more often at the original than on the screen, then it is necessary to rotate the chair or screen in such a way that the original, rather than the computer screen, is located directly in front of the operator.

The location of the material should be periodically changed, placing it on the left, then to the right of the screen. Moving back and forth, from left to right from the screen to the copies, reduces the risk of visual stress and improves the visual characteristics of the eyes.

To all who are interested in the problem of rational organization of the workplace, I recommend that you familiarize yourself in detail with SanPiN, which regulates a large number of parameters when working with personal computers.

Also, the efficiency of cataloguers is affected by such things as temperature and humidity in the workplace. After a series of studies it was found that at a temperature of 25°C the number of errors was only 10%. As soon as the temperature dropped to 20°C, the printing speed was reduced almost twofold, and the number of errors increased to 25%. The climate control system should not only maintain the temperature and humidity of the air at a given level, but also ensure the flow of fresh air, cleaning it of street dust and soot. (Ergonomika- zalog uspekha, 2011).

The basic principles of ergonomic workplace organization are comfort and minimization of loads. (Mayorov, 2018). Unfortunately, cataloguers are mostly sedentary. A large number of employees sit inappropriately, that is, without any contact with the backrest, with bent legs or without the opportunity to conveniently put your feet on the floor. On an ordinary chair, without harm to health, you can spend no more than 15 minutes a day. Due to the lack of a comfortable seat, discomfort due to a long immobile position eventually develops into more serious diseases. Among the most frequent complaints can be identified:

- 1) headaches and problems with concentration;
- 2) pain in the neck and shoulders;
- 3) pain in the back and spine;
- 4) pain in the coccyx;
- 5) pain in the thigh;
- 6) pain in the knee and calf muscle;

About 90% of the working time of cataloguers is spend sitting at the desk. This statistic in itself looks harmless, but if you take into account that the sitting position increases the pressure in the lower back five times more than standing, the conclusion is very disturbing. In order to reduce the risk to zero, the seat should be equipped with armrests, have a maximum depth of planting and does not pinch arteries under the knees. The elastic back of the anatomical form reduces the burden on the spine. As a result, the design evenly supports the body over the entire area of its contact with the chair.

Bad posture leads to:

- 1) reduced volume of the lungs, which leads to a reduction of respiratory function;
- 2) reduced flow of blood and oxygen to the brain and tissues;
- 3) disruption of the bowel and improper digestion;
- 4) ossification of the ligaments and the appearance of painful sensations;

- 5) chronic tension in the muscles;
- 6) premature aging of body tissues;
- 7) reduces the stability of the spine, which leads to curvatures;
- 8) increased fatigue due to the systematic overstrain of muscles;
- 9) decrease in the liveliness of thinking, speed of reaction and efficiency;
- 10) pain in the back, head and muscles;
- 11) drowsiness and poor concentration. (Nepravil'naya osanka: prichiny i posledstviya, 2018).

If your legs do not reach the floor or you are in the same position for a long time, the outflow of blood in the legs becomes more difficult, which can lead to thrombophlebitis. The feet should stand most of the time on the floor. For the leg this is the healthiest position.

These problems can be solved by the footrest. The work chair should be considered as an integral part of the workplace of the cataloguer. Other components of the workplace, such as a table and a computer, allow you to balance work. Together with the chair, they make it possible to create conditions under which the position of the body of the employee will be in a balanced state with respect to the environment. (Metody povysheniya proizvoditel'nosti truda i okhrana truda sotrudnikov, rabotayushchikh v ofise, nd.)

What kind of working chair does not harm the health of the cataloguer? My own working chair is adapted to my anthropometric indicators, that is, adjusted taking into account the size of my body, physiological abilities, and everyday safety requirements.

An ergonomic keyboard and mouse will reduce the burden on the hands, shoulders and spine, eliminate fatigue and increase work efficiency. Undesirable noises, and, consequently, noisy conditions in workrooms are perceived as an element of tension, and consequently, affect the productivity of employees. One of the problems is that many people perceive unnecessary noise as mere annoyance and not as a serious danger to health (Gakayev, 2015).

Dispersing attention, noise significantly affects the ability to work and the productivity of labor. The effect of noise on the performance of mental operations is especially strong. A perceptible noise reduces the efficiency of mental work by more than 1.5 times, and for people engaged in manual labor, by almost 1/3. At the same time, information obtained with noticeable noise pollution cannot be stored for a long time in memory or can be stored only in the passive (recognizable in the text), and not in the active version. Noise dissipates the attention of a person, prevents him from concentrating on the main thing, and complicates the making of

decisions. It leads to a disorder in the activity of the heart, liver, and the exhaustion and overstrain of the nerve cells. Weakened cells of the nervous system cannot properly coordinate the work of various body systems. (Gakayev, 2015).

Each of us sometimes finds ourselves in a situation where a colleague loudly speaks on the phone, not allowing us to concentrate. To ensure that every minute of working time is used productively, the first and most important rule is to create comfortable conditions for both the speaker and the person who at this time is concentrated on the performance of his work. The use of partitions in the workplace creates comfortable conditions for all employees of the office, but also ensures the privacy of each workplace. Correctly organized jobs, from the point of view of ergonomics, have a decisive influence on the efficiency of any employee and collective, and also can increase labor productivity up to 30%. (Metody povysheniya proizvoditel'nosti truda i okhrana truda sotrudnikov, rabotayushchikh v ofise, n.d.) I want to say that the ergonomic culture in the advanced foreign countries is in contrast to our country, at a higher level. Without the service of ergonomic support, there is no one functioning in the company. There is no need to emphasize that one of the main elements of quality management systems is the ergonomic system with all its attributes. What provides a comfortable and cozy workplace? Behind this comfortable workplace you do not feel fatigued. It helps to maintain your health. And with pleasure you return to your workplace day in and day out. It "tells" its owner that it is valued, creating a healthy psychological environment; He is trusted and puts great hopes on him, that they take care of him. Feeling this, a person wants to take care of his library in return.

We ourselves must take care of our health and workout will help us in this. Chair exercises is an excellent tool against fatigue, visual impairment, back problems, hemorrhoids, disorders of the reproductive system and other diseases caused by a sedentary lifestyle. (Metody povysheniya proizvoditel'nosti truda i okhrana truda sotrudnikov, rabotayushchikh v ofise, n.d.). Simple exercises will help to improve overall well-being, increase efficiency – encourage the body and mind. Exercises can be done once a day – you in your work schedule take 15–20 minutes. You can just sit at the computer to rest your legs under the table. From the room everyone came out – to rise and make a few inclines and squats. In our library, daily exercise is performed. I want to say that it is not that the gymnastics will cure all our diseases, it's just a change of scenery, and we'll see our colleagues, because sometimes we do not see each other when working in different offices. And while you will go down from the third floor to the first one, you will do a good job unloading your tired legs.

To study the state of health of librarians, an anonymous survey was conducted with a specially developed questionnaire. Thirty respondents participated in the survey. In general, 45% of respondents rated their health as "good", 14% – "excellent", 38% – "satisfactory", 3% – "bad." On the question of the questionnaire "Which



areas of work in the field of labor protection are most relevant (choose no more than two areas), the majority of respondents noted “improving working conditions in order to reduce occupational morbidity, raising the level of competence of workers in the field of labor protection.” According to the results of the survey, the overwhelming majority – 98% of respondents, consider our profession to be associated with harmful working conditions. A significant part of the respondents noted among the harmful factors existing in the workplace: heavy lifting (transfer of books during the movement of the library stock, during repairs, and so on.), noise, lack of lighting, stress, dust, harmful emissions. Librarians were invited to increase the level of safe working conditions in addition to organizing common measures for safety and labor protection, as well as to increase their information on the health and safety of librarians. Within the framework of one article, it is impossible to name all threats to the professional health of the librarian, but also actions are needed to prevent them, and to protect the labor of the librarian.

When I was starting to write this article, I wanted to touch upon the labor protection issues of librarians, but in the course of working on it, it became clear that the subject of labor protection for librarians should be devoted to a separate article.

Good working conditions can create social protection and status, as well as opportunities for personal development. They also help improve social attitudes and self-esteem of workers and have a positive impact on health. Health risks in the workplace, such as high or low temperature, noise, dust, unsafe equipment and stress, cause occupational diseases that can exacerbate other health problems. There are effective measures to prevent occupational diseases: ventilation, noise control, furniture optimization and work organization, shaping the need for healthy lifestyles, organizing active recreation, creating a favorable climate in the team, equipping recreation rooms. The task of OSH services is to assess these risks and to make recommendations for the prevention of occupational diseases. The certification of workplaces will help to identify harmful and (or) dangerous production factors and to implement measures to bring the working conditions in line with the state regulatory requirements for labor protection.

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## **Bibliographic Description of Documents in the Historical Context**

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Bibliographic description as a result of the centuries-old knowledge of the document at various stages of development is the basis of bibliographic information and one of the points of access to information resources. The aim of this paper is to reveal the peculiarities of the development of the bibliographic description of documents at various historical stages and to determine ways of improving bibliographic description on the basis of world trends. The study used comparative analysis of the experience of some countries in the development of standardization in the field of cataloging. The history of the bibliographic description has evolved in accordance with the trend of the times, adapting to new technologies and social demands of the scientific community. The whole historical development of the bibliographic description led to the need for its standardization. The most important problem was the development of unified international standards for bibliographic description and the alignment of national standards with international standards. Using a single method of bibliographic description unifies approaches in the field of cataloging information resources. The theoretical significance of the research lies in the fact that it reveals the essence of bibliographic description and the principles of its compilation. The historical and methodological aspects of the bibliographic description of the document are investigated beginning with its inception in antiquity and ending – in contemporary times. Practical significance and implementation of the research results consist in determining trends and prospects for the modern development of bibliographic description.

*Keywords:* bibliographic description, cataloging, standardization

In modern society, the role of documents increases as a type of information resources that represents both single information and whole arrays in information systems. This is due to the increase in the volume of knowledge, the emergence of new opportunities in the field of information technology, the development of science and technology, the formation of a global information space, the growth of opportunities and the increasing availability of Internet resources. The bibliographic description of the document is an important part of working with sources of information, as is attested from its existence almost from the same time that the first writing systems appeared. The bibliographic description is designed to systematize information about documents, to make it possible to identify and use them in the process of work, and it is a part of the bibliographic activity and has as its primary goal the satisfaction of users' information needs. Perfection of the

process of document description at all stages of its development was a necessity, a trend of the times, a public need, since it had to meet the user's requirements.

Bibliographic description (BD) appeared almost at the same time as the birth of the book. The first lists of BD were made on clay tiles in Nippur (Sumer, 2000 BCE) and Nineveh (Assyria, 650 BCE), on the stone walls of temples (the ancient Egyptian city of Edfu, 250 BCE, by other sources – 1800 BCE). These primitive BD often represented the first lines of works that at that time served as the title, sometimes the author's name and occupation. The origins of BD methods were laid down by the ancient Greek scientist and poet Kallimah in the bibliographic work "Tables of Those Who Became Famous in All Fields of Knowledge and What They Wrote in 120 Books" (250 BCE), based on a description of the Library of Alexandria. BD in the "Tables ..." is detailed and precise: the author is consistently given first place; aliases are revealed; the most correct title is chosen, if there are several; the date of writing is given, if possible; a quantitative summary is provided – according to the tradition of that era, the volume was calculated by the number of lines, since it was difficult to determine the number of glued sheets making up a papyrus scroll. In the Western Middle Ages, when monasteries began to appear in Europe, the BD methodology takes a step forward. The books kept in the libraries of the monasteries were subject to strict accounting, since they represented a considerable material value because of the high cost of parchment and the enormous amount of labor required to produce written works by hand (Shorin, 2016). The history of monastery libraries helps to restore the surviving records. The most popular is a summary of the books of forty steppe monasteries. This is a kind of a consolidated catalog, which includes 2,262 books from 40 of the country's largest monasteries. The inventory is drawn up according to a carefully thought out scheme. The most detailed description of books, richly decorated with precious stones, gold, silver and expensive materials, as well as books with illustrations is provided. The nature of the description of the books was as follows: first the name of the book, then its size and the material on which the book was written. According to some books, the number of lines or chapters was specified, than the initial letters and headings were written – in gold or paint (Rubanova, 2003). In monastic libraries, especially in large libraries, attempts were made to streamline the management of the library: certain rules for the description of books were gradually formed. This often described not only the books as a whole, but also some of their parts (speaking in modern language, it made an analytical description).

The greatest revolution in the culture of mankind was the spread and popularization of printing using moveable type, started in the 15<sup>th</sup> century. The appearance of these kind of printed books required the specification of their description, the inclusion in it of new information: the name of the creator, place and year of publication. The Swiss scientist and bibliographer Konrad Gesner (1516–1565) was one of the first to begin to indicate the number of sheets in the book and

began to apply in the description the author's headline. The latter was due to the increase in the overall number of authors and number of books written by each individual author, as well as the appearance of surnames. The growth of book collections in the libraries of the 17<sup>th</sup> century – also resulted in the need to develop rules for the description of books. In one of the early catalogs – the “Inventory of Books of Steppe Monasteries” (17<sup>th</sup> century), the descriptions of the books are more or less uniform, which gives grounds to note the well-known unification in the bibliographic technique of that time (Savina, 2006, p. 22). Between the 10<sup>th</sup> to 18<sup>th</sup> centuries the main centers of bibliographic activity were churches and monasteries, which kept significant book collections. In the 18<sup>th</sup> century the number of bibliographic centers expanded and public interest in information sources grew. There were also other centers for document description. Among them, publishers, which recorded the published books and periodicals, public libraries, archives, museums, educational institutions, initiators of document and book collections, and educators (Skipina, 2013, pp. 25–26).

A monograph by N. A. Nikiforovskaya (1981) “Bibliographic description in Russia: an outline of history until the middle of the 19<sup>th</sup> Century” covers a huge historical period from 1073 CE, from which dates the oldest surviving list of manuscript books – until the middle of the 19<sup>th</sup> century.

The beginning of the 19<sup>th</sup> century saw the first appearance of instructions on cataloging. In 1809, the director of the Imperial Public Library in St. Petersburg, Alexey Olenin wrote down her rules for describing books, improved them in 1819 and in this form had a great influence on the development of the methodology of BD. The development of the theory and methodology of description continued in the second half of the 19<sup>th</sup> century. The first manual on library management “On the organization of public libraries and compilation of their catalogs” published in 1859 by the librarian Vasily Sobolshchikov was the first instruction on description designed for a wide range of libraries. The merits of Sobolshchikov's instruction include his demand for a certain sequence of elements for a bibliographic description:

- 1) The author's name, if known, or the main word of the title.
- 2) The title of the book.
- 3) Place of publication, publisher, year of publication.
- 4) Format.
- 5) Number of pages, illustrations.
- 6) Type of binding (Gilyarevsky, 1961).

Abroad in the second half of the 19<sup>th</sup> and early 20<sup>th</sup> centuries intensive work was carried out to identify and form the basic principles of description. A noteworthy trail in the theory of description was left by C. Ketter (1837–1903), one of the

prominent American librarians. In 1876 he published “Rules for compiling a dictionary catalog” which survived four editions. In them, Ketter clearly formulated the principles of description, which are reduced to two main provisions: books should be described under the author’s name; if he is unknown – under the first word of the title. In the 19th century book-description theory took a new major step. This century is characterized by the appearance of national codes of book publishing, their improvement and attempts to create international rules for the description of works of the press. In the years of 1908–1909 the national regulations of many countries were influenced by the two most important arches: the Anglo-American and Prussian instructions (Savina, 2006, p. 24).

In the USSR, the regulation of the bibliographic description at the beginning of the 20th century was greatly advanced. In 1917 the Russian Book Chamber was opened, which became the main center for bibliography, later it launched the activity of cataloging commissions, which developed the general rules for processing and describing information. However, from the 1930s up to the 1950s the activities of bibliographic centers were constrained by the situation in the country. In those years many documents were taken from libraries, transferred to special storage, and access to information sources was limited. From the 1960s – up to the early 1970s the situation began to be corrected, work was carried out on the adoption of state standards regulating bibliographic activities, and the SIBID system (the System of Information, Library and Publishing Standards) began to take shape, the rules of which have been adjusted in the time following (Skipina, 2013, p.26).

Today, BD is used in various types of activities – bibliographic control, access to, scientific information, in the library, publishing, bookselling, other branches of science and the national economy outside the library. The main requirement for BD is reliability, therefore BD is made up of “*de visu*” (this Latin expression means “by one’s own eyes”, or based directly on the document). The following requirements also apply to BD:

- 1) The BD should be objective and purposeful.
- 2) The BD shall accurately and fully reflect the characteristics of the document by using the fewest number of elements to identify it.
- 3) BD should be short, clear and easily visible.
- 4) BD should be uniform, regardless of the field of application.

BD consists of large structural units – areas, which in turn are divided into elements. BD is the main component of the bibliographic record, documenting information about the record, allowing it to be identified, disclosing its composition and content for bibliographic search purposes (Sukiasyan, 2012, p. 28). In the evolution of the bibliographic description as a special collapsed language of culture and communication, a transition to resource terminology is noted: “BD

terminology has always sought to keep pace with time: from the scroll to the book (code, printing, publishing, document), and finally – to the resource. The development of the description proceeded from one or two elements to a multi-element record form for a separate library – to the rules for the entire country, and as the development and strengthening of international relations proceeded – to rules common to the whole world (Safiullina, 2016).

The modern theory and practice of BD is constantly being improved. The cataloging practice of most libraries in Kazakhstan is based on the standards included in the SIBID system, which, to date, have lagged behind the current level of requirements for bibliographic information, do not reflect international changes and insufficiently reflect the features of the methodology for describing electronic resources. In Russia, in addition to the SIBID standards, Russian cataloging rules are used that develop the provisions of the basic standards: GOST 7.1–2003 “Bibliographic Record. Bibliographic Description. General Requirements and Rules of Compilation”, GOST 7.80–2000 “Bibliographic Record. Header. General Requirements and Rules of Compilation” and take into account international developments in the field of scientific information processing, such as the “Declaration on international cataloging principles”, the research on functional requirements for bibliographic and authoritative records (FRBR and FRAD), the new versions of the “International standard bibliographic description (ISBD)”, including the consolidated ISBD (Shaparneva, 2009).

The cataloging rules were common for decades for the libraries of the former Soviet state. Why not in the age of digital technologies and global changes in world cataloging use joint, agreed rules common for all libraries. In our opinion, the consolidated ISBD – a remarkable document, combining the advantages of all specialized systems, corresponds to the international principles of cataloging. The new version of ISBD retains the basic structure of regions and elements in the bibliographic description, but includes a new area that replaces the element “General designation of the material” – “The field of the form of content and type of means” with three elements: the form of content, the content characteristic, and the type of facility. This area is designed to indicate at the beginning of the record the main form in which the type of media and the content of the resource are expressed (Bakhturina, 2011). Most of the national cataloging rules are based on ISBD. However, in the International Library Community there is a confrontation between two standards: International Standard Bibliographic Description (ISBD) and Resource Description and Access (RDA). RDA is the successor of AACR2 (Anglo-American Cataloging Rules, 2<sup>nd</sup> edition). The developers of the RDA proceeded from the desire to modernize AACR2 for the electronic world of the 21<sup>st</sup> century, to reorganize the rules in order to achieve greater consistency, to make the rules more international and to call for cooperation with other communities working with metadata outside the library world to facilitate the exchange of data with producers and users of information resources in all formats. RDA is designed

to become Web-oriented, but extends to printed versions. The RDA takes the library world one step closer to becoming technologically more advanced, as it provides an opportunity to take advantage of the semantic network and related data when using the framework principles to describe resources (Resource Description Framework code – RDF). This makes it easy to manipulate data, which in turn opens the door to limitless opportunities for sharing data outside the library space (National Bibliography in the Electronic Age, 2009). At the level of the IFLA, work is under way to harmonize the ISBD and the RDA, in search of alternative steps to creating “joint cataloging rules”.

Currently, almost all scientific libraries in the USA are focused on teaching new standards to the new generation. These are not based on MARC formats. So the BIBFRAME system (Bibliographic Framework Initiative) is the basis for a future bibliographic description intended for wider integration into the information community. The model is an important attempt to present bibliographic objects as related data at a higher level. The BIBFRAME2.0 model contains three classes:

The work (the highest level of abstraction, the conceptual essence of the cataloged resource): authors, languages and what this material (subject) is about.

The sample (Instance). A work can have one or several material incarnations, for example a particular publication. Also in this class is information such as the publisher, the place and date of publication, and the format.

The unit of storage (Item). This is a real specimen (physical or electronic) of the sample; information such as location (physical or virtual), a shelf number, or a barcode. Each of the classes contains various bibliographic information, such as the author, the place of publication and the location of the document, and all this is organized into more useful information. It is assumed that BIBFRAME will allow the integration of bibliographic information into more extensive arrays of global networked data (Bakhturina, 2017).

Summarizing the foregoing, it should be noted that the history of the bibliographic description has evolved in accordance with the trend of the times, adapting to the new technologies and social needs of the scientific community. The entire historical development of the BD led to the need for its standardization. The issues of standardization of information resources in the field of information resources at the present stage are of very great importance, both for science and for practice. The most important problem was the development of unified international standards for BD and alignment of national standards with international standards. The modern user in search of information finds it more convenient to access the Internet than library catalogs (even electronic ones). Library catalogs, despite all the wealth of information contained in them, remain largely isolated from the rest of the information field and inaccessible to search engines on the Internet. Accepting this fact and understanding that in the modern



world such an isolated existence is a way to nowhere, the library community in recent years has been looking for ways that would ensure the integration of library data into the universal information space. The most promising in this respect is the use of the Semantic Web (Zhlobinskaya, 2012) and related data. Links should add flexibility in describing the resource and improve the positioning of library resources in the Web environment. The bibliographic data changes its nature and becomes metadata that can be represented in different networks and formats for maximum compliance with new challenges. Given the international trends, the transition to the environment of related data (Linked Data) and semantic Web is inevitable. These projects, in one way or another, are in the sphere of attention of our specialists, mainly in terms of theoretical comprehension. In order to provide free access to information, the Kazakhstan library community needs to take advantage of the experience of foreign colleagues in presenting library data on the Web.

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